DOCUMENT RESUME

ED 469 513 JC 020 697

TITLE	Illinois Community College System Results Report, Fiscal Year 2002.
INSTITUTION	Illinois Community Coll. Board, Springfield.
PUB DATE	2002-00-00
NOTE	153p.; For the Fiscal Year 2001 Results Report, see ED 457 942.
AVAILABLE FROM	For full text: http://www.iccb.state.il.us/HTML/pdf/reports/resultsreport02.pdf.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC07 Plus Postage.
DESCRIPTORS	Adult Education; *Community Colleges; Economic Change; *Economic Development; Employment Opportunities; Job Training; *Labor Force Development; Labor Needs; *Self Evaluation (Groups); Two Year Colleges; Welfare Reform
IDENTIFIERS	*Illinois Community College System

ABSTRACT

This report details the ways in which the Illinois Community College System is addressing its strategic plan, "Promise for Illinois," for fiscal year 2002. Illinois has 39 community college districts and one multi-community college center that serve nearly one million students a year. The report identifies the following six goals: (1) economic growth; (2) teaching and learning; (3) affordability; (4) access and diversity; (5) high expectations and quality; and (6) productivity and accountability. The paper includes citations for best practices in the above categories at individual colleges throughout the state. Best practice citations include the following: Black Hawk College combined their three career-related offices into one Career Services Center that would provide a more coordinated approach to career development for students and the community. Frontier Community College has been actively pursuing partnerships with two major manufacturing companies to provide new and expanded training. Kankakee College developed a professional development program designed specifically for part-time faculty in which funds are dispersed for adjuncts to use for authorized professional development activities. Prairie State College has broached the issue of energy cost-effectiveness by creating an in-house campaign to educate staff about the possibilities for altering behavior in an effort to realize energy savings. During the first year of the program, the college saved over $100,000 through energy cost reductions. (NB)

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RESULTS REPORT

Fiscal Year 2002

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Illinois Community College Board
401 East Capitol Avenue, Springfield, IL 62701-1711
(217) 785-0123
www.iccb.state.il.us

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ILLINOIS COMMUNITY COLLEGE SYSTEM
RESULTS REPORT
Fiscal Year 2002

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ILLINOIS COMMUNITY COLLEGE SYSTEM
RESULTS REPORT
Fiscal Year 2002

Introduction

In Illinois, 39 public community college districts and one multi-community college center serve nearly one million students each year. The array of programs and services that a community college offers is largely shaped by the demographics and needs of the district it serves. In a state as large and diverse as Illinois, the community-based structure of the colleges translates into a rich mix of institutions that mirrors that diversity. Beginning in fiscal year 1999, college Results Reports have provided evidence that each institution is pursuing the statewide goals set forth in the *Illinois Commitment* in ways that fit the particular needs of the district's citizens.

The Results Reports also provide evidence of the ways in which the colleges are addressing the *Promise for Illinois*, the Strategic Plan developed by and for the community college system in Illinois. Through seven pledges that are neither prescriptions nor mandates, the *Promise* offers a vision of how the colleges will serve Illinois. The pledges are as follows:

- Address workforce development needs with flexible, responsive, and progressive programs.
- Offer rigorous courses and programs designed for college and university transfer.
- Expand adult education and literacy programs necessary for individuals and families to have high-quality work and life in Illinois.
- Equip Illinois residents with the technology skills they need to be successful in the 21st century.
- Emphasize high quality in all programs, services, and operations.
- Deliver affordable learning opportunities to the doorstep of Illinois residents.
- Model and promote leadership and ethical decision making.

Through the Results Reports for fiscal year 2002, the colleges demonstrate both individual and collective accountability for progress toward the statewide goals for higher education in Illinois. The college Results Reports are summarized in the following Results Report for the Illinois Community College System. **For each of the six statewide goals identified in the *Illinois Commitment*, information is provided that (1) relates the priorities and pledges that form the *Promise for Illinois* as well as individual college priorities to the goal, and (2) identifies common and individual college initiatives and actions and state-level initiatives that support the goal. Goal 4 also provides information on actions colleges have taken to address the recommendations and issues identified in *Success for Today's Students*, a report of the Commission on Persistence and Degree Completion, and *Gateway to Success: Rethinking Access and Diversity for a New Century*, a report of the Committee on Access and Diversity.** Many of the state-level initiatives support multiple goals. To reduce repetition, each initiative is included under the goal to which it is most directly applicable.

Appendices to the report include the following information:

- **Appendix A:** Two best practices identified by each college, one describing an instructional practice or student service and one describing an administrative or financial productivity improvement.

- **Appendix B:** Mission specific indicators selected by each college to be included in future Results Reports.

GOAL 1 – Economic Growth

Higher education will help Illinois business and industry sustain strong economic growth.

In the *State of Illinois: Supporting Education and Training Through the Illinois Workforce Development System*, a report of the Illinois Workforce Investment Board, it states that, "The Ryan administration believes that as a partner in the workforce development and economic development process, the Illinois education system must establish a systematic way of identifying workplace skills that employers require, and then translate those requirements into training programs." Illinois community colleges have been working with employers to assess changes needed in workforce preparation and the skills required of incumbent workers so that timely and relevant workforce training is delivered. Community colleges have provided leadership and implemented strategies to advance the state's workforce development system to be one of the finest in the country.

Community colleges are an integral part of the state's economic growth. Colleges meet the needs of business and industry through on-site training, job skills credit or non-credit courses, entrepreneurial assistance, small business development, international trade, and government contract assistance; assisting local economic development entities with ongoing efforts to recruit new businesses or assisting in the retention of existing businesses; providing a presence in Illinois Employment and Training Centers (IETC); serving on economic development boards, chamber of commerce boards, and workforce investment boards; offering a variety of career and technical programs and courses developed to target the emerging transitional and current workforce; providing a variety of workshops and seminars to meet the continuing professional education needs; supporting welfare-to-work efforts; providing adult programming in basic skills, GED, and ESL; and delivering services to dislocated workers needing to reskill in order to become employable again.

Pledge One in the *Promise for Illinois*, the Illinois community college system strategic plan, is "address workforce development needs with flexible, responsive and progressive programs." As outlined above, community colleges address a variety of workforce development priorities in order to help business and industry sustain strong economic growth. Key to meeting these priorities are the strategic partnerships and alliances that community colleges form. As previously noted, college representatives serve on various community boards and committees. They also host CEO breakfasts, build partnerships with business associations and labor organizations, form advisory committees, and collaborate with other state agencies and local organizations.

College Initiatives

Adult Education and Family Literacy Programs. Adult Education and Family Literacy programs serve individuals (a) who have attained 16 years of age; (b) who are not enrolled or required to be enrolled in secondary school under state law; and (c) who:

- lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;
- do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or

- are unable to speak, read or write the English language.

In fiscal year 2001, Adult Education and Family Literacy programs served 132,521 learners by providing instruction in Adult Basic Education (ABE); Adult Secondary Education (ASE)/GED; High School Credit; Vocational Training/Job Skills, and English as a Second Language (ESL), an increase of over 7,000 from fiscal year 2000. As a result, approximately 1.1 million units of instruction were delivered to students including an increase of over 175,000 units of instruction generated in ESL instruction, and 26,311 students received their GED.

In fiscal year 2002, the Illinois Community College Board (ICCB) provided Adult Education and Family Literacy funding to 114 providers in community colleges, community-based organizations, school districts, and regional offices of education. For fiscal year 2002, an increase of $9 million in new state funds was passed by the Illinois General Assembly to support Adult Education and Family Literacy programs administered by the ICCB. This was the largest single-year increase in adult education funds ever achieved and is a significant step forward toward expanding the adult education system to meet more of the massive demand for adult literacy services. The ICCB is working to ensure that this funding remains at a level that will promote the development of high quality Adult Education and Family Literacy programming.

Economic and demographic changes are dramatically increasing the need for Adult Education, Family Literacy, and English as a Second Language (ESL)/English Civics (EL/Civics) instruction. Approximately two million Illinois residents lack literacy skills needed to obtain good jobs and to function well in an increasingly complex society. Through Adult Education and Family Literacy Area Planning Councils, providers coordinate activities with workforce entities through their Local Workforce Investment Board that will serve those in need of literacy services. These activities may include providing services in a local Illinois Employment Training Center (One-Stop Career Center), providing and accepting referrals through the One-Stop delivery system, and serving as a representative for Adult Education and Family Literacy on the Local Workforce Investment Board.
In addition, Adult Education and Family Literacy programs under the Workforce Investment Act must meet federal performance goals in five areas: Educational Gains, Entered Employment, Retained Employment, Receipt of Secondary School Diploma or GED, and Placement in Post-secondary Education and Training. These goals provide needed documentation on those served through Adult Education and Family Literacy programs. In the past year, the ICCB has worked with Adult Education and Family Literacy programs to implement the new federal National Reporting System to produce quality data that will help document successful performance outcomes. Following are examples of how individual colleges are serving adult learners:

- **Southwestern Illinois College** initiated the Adult Basic Education and College Vocational Programs Partnership. In this program, eligible adult basic education students are supported in six entry-level college vocational programs. The program is highly accountable and provides for the measurement of completion rates, employment rates, and higher education transition rates. The initiative provides business and industry with an immediately employable workforce that is not likely to be marked by high turnover.

- **Harry S Truman College** had the largest adult education population in the state serving literacy, ESL, citizenship, and high school equivalency students totaling 22,290 individuals.

Career and Technical Education Certificate and Degree Programs. Each year, over one-third of community college credit enrollments are in traditional baccalaureate/transfer courses. In addition, Illinois community colleges offer career and technical education in more than 200 occupational specialties for employment training, retraining, upgrading, and professional development. In fiscal year 2001, 24,633 career and technical certificates and degrees were awarded, showing an increase of 18 percent over fiscal year 2000.

Community colleges continue to respond to new and emerging trends in the workforce by increasing the number of partnerships with business and industry, business associations, and labor organizations; integrating advisory committees of employers and practitioners into program planning, review, and development; administering Work Keys to determine the skills necessary for specific jobs; developing and implementing new programs in response to employer needs; determining employer satisfaction with recent graduates' employment and college program satisfaction; innovating new instructional delivery methods; and incorporating workplace and employment skills into curricula.

Colleges identify the needs of local business and industry through surveys, advisory groups, and community outreach efforts. Several colleges indicated that they are using Work Keys, an assessment and job profiling system, to match employers and employees through the identification of essential skills for jobs. **Kaskaskia College**, for example, reported area employers utilizing the Work Keys assessment system as part of their hiring/decision-making process. The businesses that hired new employees after implementation of this system reported a positive impact in effective decision making. Less time was required for new hire training resulting in significant savings for the employer. In an effort to help assess the needs of business and industry, community colleges provided 51 profiles/assessments of local businesses, tested 298 individuals, and designed and delivered six benchmarking studies. The need to enhance instruction delivery, specifically more flexible scheduling for place-bound or time-restricted employees of business and industry, continues to be a priority. As a result of the changing learning environment, community colleges are offering noncredit internet courses, satellite broadcasts, and two-way interactive video courses. Several community colleges opened ACT Centers, which deliver training and testing services to individuals, employers, and professional organizations using computer-based technologies, the Internet, and other cutting-edge processes. **John Wood Community College** reported that ten students were completing course work toward a certificate in the Industrial Electrical Maintenance (IEM) program, which includes 31 courses through the ACT Center. Several of the IEM students are now enrolling in peripheral courses beyond the certificate program. College presidents at both **Lincoln Trail College** and **Olney-Central College** serve as members of their local economic development committees and assist in the planning of educational and training programs that meet their communities economic and workforce preparation needs.

The need for short-term programming has been expressed by business and industry and community college employment and training partners. As a result, several short-term certificates that can be completed in one year or less were implemented during fiscal year 2002. They included programmable logic controllers, computer applications specialist, desktop pre-press, computer troubleshooting, geographic information systems, psychiatric rehabilitation, e-commerce, entrepreneurship, TV field/studio production, broadcast announcing, armed security officer, bank teller, under-the-car technician, under-the-hood maintenance, office technology, and childcare.

Other new career and technical certificate and degree programs approved during fiscal year 2002 include visual communication, leadership for paramedics, CISCO, radiologic technician, dental hygiene, graphic arts, mass communications, horticulture, nonprofit management, networking systems, biotechnology, CAD: Architecture, AutoCAD, CAD:3DParametric, massage therapy, medical assisting, and auto collision repair.

Following are several specific examples of program initiatives individual colleges have undertaken, or are planning, to address the workforce preparation needs of their respective districts:

- **Kankakee Community College** secured funding for the construction of a Workforce Development Center. Construction is underway with spring 2004 as the occupancy time frame. The building will provide much needed facilities for Corporate and Continuing Education programming to serve the business community. It will also enable the college to centralize all of the intake services for students, job seekers, and employers.

- **Spoon River College** used a grant from the U.S. Department of Education to open two technology learning centers in downtown Canton and at the college's Macomb center to initiate programming to bridge the digital divide in these communities.

- **Rock Valley College** is active in a community project to address the digital divide by making computers and technology training available at neighborhood community centers, providing free website access and training for not-for-profit groups, and investigating the feasibility of a biotech incubator center.

- **Danville Area Community College** uses its Assessment Center in evaluating the training needs of business and industry. The Center enabled the college to conduct job profiles that utilize the Work Keys assessment system; utilize the local Economic Development Corporation Business clusters and the Chamber of Commerce Industrial Council to evaluate the community's work skills assessment system; and develop effective assessment practices and procedures to ensure the assessment needs of students, community residents, and business and industry were met.

- **Parkland College** participated in the renovation of an Illinois Employment Training Center (One-Stop Center) facility that provides services to clients in a single location. Agencies involved included the Illinois Department of Employment Security, Illinois Department of Human Services-Office of Rehabilitation Services, and the Champaign Consortium.

- **Rend Lake College** partnered with local, area, and state business and economic development agencies to offer a wide variety of workshops, seminars, and events. For example, Rend Lake College, the Mt. Vernon Economic Development Corporation, and Southern Illinois University–Edwardsville jointly sponsored a "Borders, Barriers, and Benefits of International Trade" seminar which covered the process of getting into the international trade arena and explained the necessary procedures to implement a trade program.

- In cooperation with the City of Fairfield and the college's foundation, **Frontier Community College** purchased a 39,000 square foot building that will serve as the FCC Workforce Development Center. The building is on the campus grounds.

Partnerships. Illinois community colleges have developed numerous partnerships with business and industry, other colleges and universities, secondary schools, local organizations, and state agencies to address workforce development needs. Partnerships occur for various reasons. It might be two or more colleges partnering to maximize resources. A college may form a relationship with a business association in order to gain a business perspective about proposed programs or degrees. Colleges collaborate with state and local organizations in order to provide a more coordinated and unified workforce development system. The following are several specific examples of program initiatives colleges have undertaken that illustrate partnerships:

- **Harold Washington College** and Northwestern University are cooperating together through a grant from the U.S. Air Force for the third year of funding of a chemistry research project.

- **Sauk Valley Community College** and **Illinois Valley Community College** developed a cooperative agreement to offer Heating, Ventilation, and Air Conditioning (HVAC) instruction to many of the employees affected by recent layoffs in the area.

- The Procurement Technical Assistance Center (PTAC) located at **John A. Logan College** was developed in cooperation with the U.S. Small Business Administration and the Illinois Department of Commerce and Community Affairs. Since its outset in 1985, the PTAC has provided government contracting assistance to southern Illinois firms resulting in the attainment of over $634 million in state and federal contracts.

- **Dawson Technical Institute of Kennedy-King College** and **West Side Technical Institute of Richard J. Daley College** and Instituto del Progresso are offering Combination Welding courses on Saturdays. This project is through the Regional Manufacturing Training Collaborative and offers a new opportunity for placement of Industrial Technology students.

- **Joliet Junior College** provides free academic advising services to Argonne National Laboratory, Caterpillar, Panduit, Salco Products, Ineos, Stepan, Empress Casino, Harrah's Casino, and Borg Warner. These onsite advisement sessions help to identify training needs, current instructional availability, and offer career guidance.

- **Shawnee Community College** continues to be an active partner in the Southernmost Illinois Delta Empowerment Zone. Through the Empowerment Zone initiatives, Intermediary Relending Program, funds have been made available to new and expanding businesses within the empowerment zone area. The Small Business Development Center has provided assistance to many new and expanding businesses utilizing these funds.

- **Illinois Central College** will participate in the Peoria Regional BioCollaborative project. This public-private consortium is made up of Caterpillar; the National Center for Agricultural Utilization Research; the University of Illinois College of Medicine; Bradley University; and other academic institutions, hospitals, and companies.

Services to Business/Industry. Illinois community colleges help regional business and industry through developing curricula that address their needs assuring a steady workforce and by developing partnerships

to enhance and assure continued economic growth. Business and Industry Centers located at every Illinois community college provide a comprehensive range of services based on local needs that include customized job training and testing/assessment, entrepreneurship seminars and workshops, employment training, job search services, adaptation of instruction delivery, government contract procurement assistance, and individualized counseling and management assistance. These centers also work cooperatively with the Illinois Manufacturers' Association, the Illinois State Chamber of Commerce, and the state's manufacturing extension initiative, in partnership with the Chicago Manufacturing Center and the Illinois Manufacturing Extension Center. In fiscal year 2002, community colleges provided 8,983 customized training courses to 2,748 companies and served 103,726 employees. Through the ICCB's Current Workforce Training Grant, the state of Illinois invested $4.8 million in community colleges to help business and industry to achieve a more productive workforce. From that investment, client companies have reported a total of $329 million as a first-year impact resulting from the assistance of Illinois community colleges. Community colleges spent an average of $4,000 of grant funds per company/per district and an average of $133 per employee/per district. Following are specific examples of how community colleges meet the needs of their local businesses:

- **Malcolm X College** participated in *Project Pride* along with UBM Construction, Inc., and St. Paul Church of God in Christ training 76 community residents for entry into the construction trade.

- **Black Hawk College** delivered the International Cultural Awareness Training Program to Deere & Company employees worldwide to include a multifaceted package option (classroom and online).

- **Prairie State College** has been awarded funds by the Ford Motor Company to build and administer a Training Center at the Ford Manufacturing Campus at the Ford Assembly Plant in Chicago. Twelve supplier companies of the assembly plant will be located on the manufacturing campus.

- **Wabash Valley College** is delivering machining courses on site for Hella Electronics employees. These students have the opportunity to complete a certificate or degree totally offered on-site at the company.

- **Carl Sandburg College** provided HTML training at a local bank so they could maintain their own website. Beginning e-mail training was also delivered to a local bank so they could expand their communication with other branches and move toward online banking.

- **Lewis and Clark Community College** has delivered some form of training for all of Olin Corporation's 4,000 employees. Training ranges from single lectures on basic safety to sophisticated computer-based training that allows production workers to complete training modules without leaving the plant floor.

Continuing Education and Public Service. Continuing education and public service activities represent an increasingly important facet of the community college mission. All community colleges provide continuing professional education to maintain currency or to meet requirements for continuing professional development in fields such as allied health, real estate, insurance, and teaching. In fiscal year 2002, Illinois

community colleges provided 1,365 noncredit public training courses and another 4,081 workshops to 31,868 individuals and served 2,430 organizations. The following are examples of continuing education and public service activities provided by community colleges:

- **Triton College** has developed an innovative, customer-focused culture that is on the cutting edge of today's newest technologies. In addition to customized training and short-term training, the college will offer public seminars, workshops, and highly concentrated learning experiences selected to meet the needs of working professionals.

- The Continuing and Professional Education department at **Waubonsee Community College** was approved as a Continuing Education Unit (CEU) provider by the International Association of Continuing Education and Training. A new system of recording CEUs on college transcripts was developed and implemented by the college. This system will allow students to reflect all types of education and training they receive through Waubonsee should they choose to do so.

- **Wilbur Wright College** offered allied health programs as both noncredit (through Continuing Education) and credit via Tech Prep/College Excel to meet the needs of the health and medical professions.

State's Workforce Development System. The Illinois Workforce Investment Board developed the vision that states, *"Illinois will have a high-quality, employer driven, innovative proactive workforce development system that supports economic development and offers universal access to skill development opportunities. This will ensure a competitive advantage for Illinois businesses and individual self-sufficiency through rising real incomes for Illinois residents."* Community colleges are very much at the heart of this workforce development vision. College staff sit on Local Workforce Investment Boards and local Youth Councils, host local Illinois Employment Training Centers (One-Stop Career Centers) or provide staff at IETCs hosted by partnering agencies, offer degree and certificate programs or courses that have been certified by the Local Workforce Investment Board and, in addition to education and training, provide core and intensive services to clients. Below are examples of activities being conducted within the state's workforce development system:

- **South Suburban College** maintains the equivalent of two full-time staff positions at the local Illinois Employment Training Center (IETC). Most of the staff time is devoted to the resource room and to assisting clients with the Illinois Skills Match program.

- **Kishwaukee College** has a full-time presence at the Illinois Employment and Training Center. The college's contributions to the IETC include marketing, skills assessment, and a free computer literacy training class for IETC clients seeking employment or needing to update their skills.

- **William Rainey Harper College** offers the TECH (Technical Education and Consulting @ Harper) program. All of the top ten IT industry certifications (e.g., MCSE, ORACLE Developer and Certified Internet Webmaster) are offered by TECH. The program trained 1,770 professionals, including IT career changers, on Workforce Investment Act (WIA) vouchers during fiscal year 2002. All of its certifications were available through blended learning, where courses are offered online. Hands-on support is provided at Harper's computer labs. The program

partnered with Sally Mae to provide loans for career changers who did not qualify for WIA vouchers. Major business partners like Walgreen's actively recruit from the program graduates.

Services to Welfare Clients. All Illinois community colleges received the ICCB's Welfare-to-Work grant for fiscal year 2002. This grant is used to support the infrastructure of career and job placement services for welfare recipients and the working poor. In collaboration with the Illinois Department of Human Services, colleges provided clients with academic advisement, career counseling, skill training, basic education, job placement, and supportive services. Over 8,000 clients were served through this grant by the community colleges. These clients were served through a variety of degree programs, career and technical education certificate programs, vocational training courses, or basic skills/GED instruction. Following are just a few examples of the services colleges provided to welfare clients:

- The **College of DuPage** provided 18 hours of computer application training at the DuPage County Illinois Employment and Training Center for public aid single mothers with children under the age of two. This program also included resume writing, interviewing, and dressing for business.

- **Heartland Community College** collaborated with the McLean County Chamber of Commerce, University of Illinois Extension Service, Mid-Central Community Action, Illinois Employment and Training Center, Youth Build, Regional Office of Education (GED/Adult Education), Department of Human Services, Office of Rehabilitation Services, Normal and Bloomington Townships, and the Bloomington Housing Authority to develop the 17 credit hour Business Essentials certificate program. The purpose of the program is to help economically disadvantaged community members overcome educational, social, and economic barriers to employment in a supportive environment. It was developed to connect with the needs of regional employers that are finding it difficult to find qualified staff for entry- and mid-level positions in office technology areas.

State-Level Initiatives

Business Solutions Network. The goal of the Business Solutions Network is to provide a comprehensive, seamless system of introduction and delivery of workforce services of each community college to employers within the state. Illinois businesses can access short-term quality training options for their employees by contacting the service via a toll-free telephone number.

Workforce Preparation Awards. The ICCB annually presents Workforce Preparation Awards to up to three colleges in recognition of outstanding efforts to improve employment opportunities and provide for a better trained workforce in their communities. Most recent award winners are:

- **Black Hawk College** - "Working with a Fortune 500 Company"
- **Moraine Valley Community College** - "Creation of a Mobile PLC Laboratory"
- **Kennedy-King College** - "Chicagoland Youth and Adult Training"

Implementation of Workforce Legislation. The federal Workforce Investment Act (WIA) created expanded relationships among many workforce development programs to improve access to high-quality programs and services for customers (job seekers, students, and employers) and their success. WIA has had a strong impact on the overall Illinois workforce development system and has brought about new challenges and opportunities for community colleges, adult education providers, and other workforce development programs and services.

GED Illinois Online. The ICCB and the Illinois Department of Employment Security have worked as partners for the development of GED Illinois Online. Interactive online instruction is available to Adult Education providers through GED Illinois Online for student use. Adult Education providers in Illinois can use the GED preparation instruction to supplement the classroom or to provide students with complete online instruction. GED Illinois Online provides a flexible system to encourage student retention, as well as a robust set of teacher tools to track learning in the system.

Education-to-Careers. Education-to-Careers (ETC) is an initiative to promote the overall career preparation opportunities that schools can provide students for success in education, in work, and in life. The ICCB, as the state coordinating board for Illinois' community colleges, plays a pivotal role as an equal partner in administering and implementing ETC as an education reform initiative through joint administration with the interagency state-level team and system leadership and coordination within the community college system. In spite of the fiscal year 2002 sunsetting of the federal School-to-Work Act, the ICCB remains committed to supporting the ETC philosophy through workforce activities and initiatives at Illinois community colleges.

System Funding Initiatives. The ICCB has developed a fiscal year 2003 system budget which compliments the Illinois Community College System's: *Promise for Illinois* and the Illinois Board of Higher Education's *The Illinois Commitment: Partnerships, Opportunities, and Excellence*. The Accelerated College Enrollment, the Illinois Community Colleges Online, and the Current Workforce Training restricted grants were made component grants and included in the following categories. The Accelerated College Enrollment grant was made a component of the P-16 Initiative Grant (which also includes the new Teacher Preparation and Professional Development component), the Illinois Community Colleges Online grant was made a component of the Advanced Technology Grant, and the Current Workforce Training Grant was made a component of the Workforce Development Grant. As the state of Illinois experienced significant economic slowdown throughout the year (resulting in mid- fiscal year 2002 funding reductions), restricted grant funding levels were significantly impacted.

During fiscal year 2002, the community college system undertook a study of its funding formula in evaluating the way funding is prioritized and distributed. The work of the committee is nearly complete and a preliminary report has been issued. The task force will meet in January 2003 to complete its work. Further, a study of the adult education funding formula is planned during the current fiscal year.

Goal 2 – Teaching and Learning

Higher Education will join elementary and secondary education to improve teaching and learning at all levels.

The P-16 Partnership for Educational Excellence, created in fiscal year 1998, brought together the Illinois Community College Board, the Illinois Board of Higher Education, and the Illinois State Board of Education. As stated in its preamble, the Partnership will "ensure that whole is greater than the sum of the parts, and that new initiatives will be launched with a deliberate P-16 outlook to benefit students now and into the foreseeable future." Since its inception, the three boards have made this pledge a reality.

Embedded within the *Promise for Illinois*, ICCB's strategic plan for the Illinois Community College System, is the unmistakable commitment to teaching and learning. Assisting students to acquire knowledge and skills through quality instruction is at the heart of the community college mission. The community college system plays an important role in teaching and learning within the state of Illinois. Its supportive, flexible culture and innovative environment, along with strong ties to universities, K-12 schools, and community partners, have contributed to the success of its programs and students as demonstrated below.

College Initiatives

Teacher Recruitment and Preparation. Defining the community college role in teacher preparation continued to be a priority topic in fiscal year 2002. State and local discussions involving strategic approaches to reducing the teacher shortage centered around the need for community colleges to play a larger role in the recruitment and preparation of pre-service educators. Through this dialogue, state education stakeholders reached agreement that there was a need for an Associate of Arts in Teaching degree. During fiscal year 2003, staff from the Illinois Community College Board will work with higher education partners and the Illinois State Board of Education to develop this program.

It is natural that the community college role in teacher preparation should be enhanced given that more than 40 percent of the graduates of Illinois public university teacher preparation programs initially enroll at an Illinois community college and complete a year or more of study there, and almost 70 percent are enrolled in community colleges at some point prior to graduation. On average, over 900 transfer courses are offered in teacher education at Illinois community colleges and more than 100,000 teacher education semester credit hours are generated each year.

In addition, the system's ability to attract diverse students to the education field and provide them with strong foundational knowledge and early field experiences makes it an increasingly important partner in the recruitment and preparation of teachers. The colleges' Results Reports indicated numerous initiatives that demonstrate their commitment in this area. The following are several examples of teacher preparation and recruitment initiatives in the community colleges:

- **Black Hawk College** has partnered with National-Louis University in a five-year grant that supports cohorts of students in pre-elementary and pre-early childhood programs. These students will earn their baccalaureate degree from National-Louis while attending classes on the Black Hawk campus. A mentoring program for first-year teachers is also a component of this project.

- The **College of DuPage** has established partnerships with Northern Illinois University and Illinois State University to improve teacher education in the fields of math and science, focusing on mentoring, modeling, and interactive teaching approaches. Another partnership between the **College of DuPage, Elgin Community College**, Illinois State University, West Chicago School District 33, and Community High School District 94 is designed to help ease the demand for bilingual teachers by creating alternate routes to preparation and certification.

- **William Rainey Harper College** hosted a Chicago area meeting of community colleges, baccalaureate degree granting universities, and representatives from the Illinois State Board of Education and Illinois Community College Board to discuss implementation of the new state and national teaching standards. They also created a new course called "Technology in the Classroom" for teacher preparation students and current educators.

- The **College of Lake County** has met with several other community colleges in the collar counties to discuss education issues and approaches for meeting student and community needs, along with state and federal mandates. The group has proposed the development of campus Teacher Preparation Leadership Teams composed of an education faculty member and a general education faculty member. These teams would meet five times throughout the coming year for the purpose of constructing a curriculum alignment model to incorporate the teaching standards into a freshman and sophomore level curriculum.

- **Morton College**, along with **William Rainey Harper College, Moraine Valley Community College, Kishwaukee College, Harry S Truman College, South Suburban College**, and led by **Prairie State College**, partnered in a HECA proposal to develop a model for preparing community college teacher education students to pass the Basic Skills Test prior to transfer to a university education program. The model includes working with Arts and Sciences faculty on curricular alignment, conducting a Basic Skills preparation workshop, and enhancing advising to teacher preparation students.

- **Wilbur Wright College** entered into three partnerships with area universities to improve teacher education in Illinois. These partnerships include the Teacher Quality Enhancement (TQE) Middle Schools Project , the Illinois Professional Learners Partnership (IPLP), and Preparing Technology Proficient Educators in Illinois (PT-3). Other participating schools include Northern Illinois University, Northeastern Illinois University, **Oakton Community College, College of Lake County, Harry S Truman College**, the Chicago Public Schools, and selected K-12 schools in the northeast part of Illinois.

K-12 Outreach. Community colleges are actively engaged with elementary and secondary students in a number of outreach activities designed to enhance students' learning experiences in a variety of areas. Some of the most common outreach activities identified in the colleges' Results Reports included formal

partnership programs, recruitment activities, early assessment and supportive course work for high school students, tutoring and mentoring programs, enrichment classes and camps, and hosting career fairs and K-12 events on campus.

Several community colleges reported sharing resources with regional offices of education, district schools, and other education constituents to strengthen partnerships and provide expanding opportunities to K-12 students. The colleges also listed outreach efforts to elementary, middle, and high schools in the areas of skill building, Education-to-Careers, Tech Prep, and other college awareness activities. Below are selected examples of initiatives that are underway or planned at specific colleges:

- **Harold Washington College** partnered with the Mayor's Office of Cultural Affairs and the Chicago Public Schools to provide classrooms, computer labs, and studio space for instructors and practicing artists who serve as teaching interns in providing summer enrichment activities to high school students learning about careers in the arts.

- **Kankakee Community College** was awarded a grant by the Ameritech Corporation to offer an enrichment program in math and science for female high school students. This program will introduce sophomores to careers involving math, science, and technology and will include job shadowing, career counseling, and instructional activities.

- **Kaskaskia College** hosted an eighth grade Career Conference for approximately 1,200 students in conjunction with three area Regional Offices of Education, in addition to a High School Career Fair for 450 students. A Technology Career Day held in the spring drew 80 students for demonstrations by the Industrial Technology, Industrial Electricity/Electronics, Welding, and Carpentry programs.

- **John A. Logan College**, in partnership with **Shawnee Community College** and Southern Illinois University at Carbondale, conducted a comprehensive, academically based, regional pre-college career preparation and planning program for more than 130 minority students in grades six through twelve residing in eight southern rural counties. The program also covers study skills, learning styles, self-concept development, social skills, and multicultural awareness.

- **Rend Lake College** is home to the Land of Lincoln AmeriCorps Program. College students in this program commit to a year of service and spend 900 hours involved in community activities, such as tutoring and mentoring Kindergarten through second grade (K-2) students. During fiscal year 2002, the program added *Partners of Promise*, an initiative designed to recruit business partners to share their time and talents with K-2 students. *Rocking Readers*, an intergenerational program involving senior citizens in the community visiting classrooms and reading to children, was also added.

High School Articulation. Nearly all the colleges reported certain common initiatives intended to improve high school articulation, including dual enrollments, dual credit, articulated courses, Tech Prep sequencing, programs for gifted or honors students, feedback reports to high schools, bridge programs, and other standards-based activities and curriculum alignment efforts.

Dual enrollment/dual credit is a common means of enriching the final year(s) of high school for a number of students, addressing issues of time-to-degree and establishing linkages between the colleges and high schools. Not only did nearly all colleges report participation in dual enrollment/ dual credit, most indicated that they plan to increase these opportunities. Tech Prep programs provide another effective means of linking and blending high school and postsecondary programs. With support from industry, information technology opportunities in Tech Prep are increasing as well. Following are just a few examples of initiatives in the area of high school articulation:

- **Kishwaukee College** held an articulation conference which focused on issues that hinder a smooth transition from high school to college. High school teachers in math, biology, chemistry, business, office systems, and agricultural science participated to develop ideas and concepts that could be used to help students move into postsecondary education. The college also conducted a study of enrollment patterns of area high school students to determine how many were accessing courses at Kishwaukee. Results were shared with area high schools.

- **Malcolm X College** continued sponsoring the Tech Prep, College Excel, and College Bridge programs targeted to high school junior and senior students. The Tech Prep program provided an opportunity for minority high school students to explore health careers while improving reading, writing, and math skills. The College Excel program enrolled junior and senior students from the west side of Chicago in a self-contained Pharmacy Tech college credit class environment. The College Bridge program allowed high school junior and senior students to attend college credit classes in general education.

- **Moraine Valley Community College's** dual enrollment program is successfully offered at 15 area public and private high schools. The program includes AP/Honors courses and specific career courses approved for articulation. During academic year 2001-2002, the program generated over 2,500 credit hours. High school and college faculty meet annually to revise and update the curriculum, ensuring that standards set by the Illinois Articulation Initiative are met.

- **Olive-Harvey College** faculty members in Mathematics and English have been meeting with area high school instructors to complete the structuring of exit competencies for high school seniors that will match entrance requirements at the City Colleges of Chicago.

- **Parkland College** expanded its articulation agreements with area high schools by adding nine new dual-credit courses, including two sections of English 101, one on-site and one offered through interactive video. Tech Prep articulation agreements in Child Care, Welding, Industrial Technology, and Restaurant Management were also added.

Connective Activities within the P-16 Continuum. Illinois' P-16 initiative has led to an increased emphasis on programs that connect the entire continuum of education. As a major participant in this partnership, the community college system has made a significant commitment to strengthening existing programs and enabling the development of additional initiatives. These programs establish strong collaborations between and among local educational institutions and community partners in an effort to develop new ways of furthering student success. The following are examples of these types of initiatives:

- **Rock Valley College** is participating in a collaboration among Rockford's public schools, Northern Illinois University's College of Engineering and Engineering Technology and Liberal Arts and Sciences, and local businesses and industries to improve math, science, technology, and English education for all students in grades 7-12 by better preparing 7th-12th grade teachers. Activities of the collaboration focus on course articulation from middle school to high school to Rock Valley College to Northern Illinois University, understanding the education and skill needs of business and industry, career path information, teaching methods, and student outcome assessment. Training of 7th-12th grade teachers includes interdisciplinary problem and project-based learning, integrated curricula, new assessment procedures, and national and state standards.

- In the coming year, **Carl Sandburg College** will implement an Envoy Program in which college administrators will attend the public school board meetings of the 26 schools within its district to better understand and respond to the needs of its K-12 community and establish stronger relationships with district faculty and administrators.

- **Sauk Valley Community College** teamed up with the Dixon Rotary Club to promote literacy in the community through the AmeriCorps ABC Literacy Program. The project focuses on helping parents find simple ways to improve their children's reading and learning at a young age.

- **Southeastern Illinois College** partnered with seven local school districts and the Illinois Department of Human Services to coordinate and provide leadership to a Project Success grant, for which the college served as fiscal agent. The partners worked to identify and plan programs that were needed, but not being addressed, in the school district. Services provided through the project included health fairs; in-school and after-school tutoring; attendance and behavior incentives; and special programs on bullying, manners, and job skills.

- **South Suburban College** continues to work with the local Education for Employment office to sponsor college fairs for high school students and their parents, expose high school students to career and technical education programs and opportunities, articulate high school career and technical education programs with college programs, provide job shadowing opportunities, and coordinate Tech Prep activities.

- **Southwestern Illinois College** received a grant from St. Louis Community Foundation to increase the number of art classes for children through its College for Kids program. The program serves approximately 775 children in grades K-8.

Teacher Professional Development. Under the re-certification requirements set forth by the Illinois State Board of Education, along with the new requirements for paraprofessionals found in the federal legislation of the No Child Left Behind Act, there is a strong need for quality professional development and training opportunities for individuals in the field of education. Because they are community-based and accessible, community colleges play a major role in providing courses and workshops designed to enhance teaching and learning.

The colleges serve as access points for the Illinois Virtual Campus (IVC), which makes Internet-based courses available through a single point of contact. Coupled with this is the Illinois Community Colleges Online (ILCCO), which provides Internet-based learning opportunities throughout the state. Through interactive video technology, the Illinois Video Education Network (IVEN) allows the colleges to partner with other institutions of higher education to provide courses, workshops, and seminars. Additionally, the colleges' proximity to local schools serves to provide opportunities for teachers to upgrade skills in the use of instructional technology and other areas, as needed. Following are just a few examples of the professional development efforts occurring at the colleges:

- **Elgin Community College** is partnering with two of its four area public school districts to offer training for teacher aides/assistants to achieve the required 60 credit hours for employment by 2006. A special English as a Second Language component is being explored so aides can improve their English skills while completing other course work. Conversations with the two other area districts will occur in fall 2002.

- **Heartland Community College** is an active partner in the Bloomington-Normal Education Alliance composed of Illinois State University, Unit 5 and District 87 school districts, and Regional Office of Education #17. Through the Alliance, partnership members share resources to promote technology support, staff development, and diversity. The Educators Academy, founded by the Alliance and for which Heartland is the fiscal agent, is a professional development infrastructure that serves teachers, faculty, administrators, and technical staff.

- **Illinois Central College** (ICC) is developing a partnership with Pekin District #108 to create a Professional Development School for Teacher Assistants to be housed on the ICC campus. This partnership will result in the provision of general education and other required courses at Pekin #108 schools so students can also get hands-on experience in the classroom while completing their course work.

- **Illinois Valley Community College** has developed a partnership with the three Regional Offices of Education in their district to meet the professional development needs of its K-12 teachers. The partnership has developed technology training opportunities for area educators including Tech-Know Camp, a one-week crash course for teachers in applying computer technology in the classroom and Technology Safari, a one-day institute featuring speakers, vendors, and breakout workshops.

- **Lewis & Clark Community College** is providing professional development activities for area teachers and paraprofessionals. During the past year, numerous technology-related courses have been developed and offered, as well as three courses specifically for para-educators who work with special education students. In addition, the college received two Eisenhower Professional Development grants in the area of science. Middle and high school faculty teams participated in field workshops to develop learning activities in Entomology and Botany.

- **Wabash Valley College** (WVC) continues to work with local secondary schools and districts for articulation agreements, career days, and teacher re-certification. WVC's teacher re-certification efforts assisted 242 teachers at the elementary, secondary, and community college level to update their certification this past year.

State-Level Initiatives

Illinois P-16 Partnership for Educational Excellence. The ICCB is a full partner along with the Illinois State Board of Education (ISBE) and the Illinois Board of Higher Education (IBHE) in the Illinois P-16 Partnership for Educational Excellence. Through this partnership, the three agencies acknowledge their shared responsibility for the educational continuum in Illinois. Priority areas include expanding the use of technology to improve educational opportunities for students and educators; improving the recruitment, preparation, and development of classroom teachers; and developing processes to ensure a smooth transition from high school to college and the workplace. The partner agencies have jointly received two federal grants as part of their P-16 efforts. The first is a **"Teacher Quality Enhancement" grant** which focuses on the national middle school reform movement. This project, led by IBHE, is helping establish a middle school teaching certificate and develop methods for improving teacher recruitment, preparation and retention in the middle grades. The second is a three-year **"Preparing Tomorrow's Teachers to Use Technology" grant** aimed at creating a technology-infused postsecondary general education curricula for teacher preparation candidates. ICCB has taken the lead on this project and is working with faculty and technology teams from four universities, twelve community colleges, and five public schools to develop technology modules for science, math, humanities, and communications courses.

Preparing Tomorrow's Teachers to Use Technology (PT3) grant. ICCB is a partner with the states of Nevada and Texas and the Education Commission of the States (ECS) in a three-year "Preparing Tomorrow's Teachers to Use Technology" (PT3) grant awarded to ECS. The project involves identifying additional ways to address policies and practices that impede the ability of community colleges to participate in the recruitment and professional training of technology-proficient teachers. During the year, structured interviews were conducted with leaders and policy makers about barriers to the further involvement of community colleges in training teachers and areas for improvement in the preparation of technology proficient teachers. A policy forum was conducted to facilitate an in-depth identification and examination of the barriers and issues using a collaborative approach. The policy forum included individuals representing diverse perspectives across all levels of education (P-16) as well as educational policy makers. Planning for future partnerships and enhancements that further integrate community colleges in training technology savvy teachers was a focus of the discussion. The policy forum was critical to establishing priorities to structure future project activities around. The overall purpose of the project is to accomplish a systemic change that will ultimately result in a significant increase in the quantity and diversity of K-12 teachers trained to use technology, particularly in hard-to-staff urban and rural schools.

Aligned Illinois Education Plan (funded through Education Commission of the States - Metlife Foundation's Change in Education Initiative). This project is an effort of Illinois' Joint Education Council (JEC) which includes the Illinois Community College Board, Illinois Board of Higher Education, the Human Resource Investment Council (now the Illinois Workforce Investment Board), and the State Board of Education. This project focuses on an assessment of the various education reform initiatives undertaken to

date and calls for alignment and continuous improvement of the state's educational structure. Major objectives of the project include aligning high learning standards across all levels of education, uniform student achievement measures, recruitment of qualified teachers, and college and workplace readiness for all students.

Illinois Articulation Initiative. The Illinois Articulation Initiative (IAI) is a joint initiative of the Illinois Board of Higher Education, the Illinois State Board of Education, the ICCB, and the Transfer Coordinators of Illinois Colleges and Universities for the purpose of enhancing the transfer process for more than 30,000 students that transfer each year among all sectors of higher education in Illinois. Illinois community colleges are the primary providers of the freshman and sophomore year of postsecondary education in public higher education. Community college faculty and staff, along with representatives from four-year institutions, serve on IAI panels that developed specific recommendations for lower-division transfer courses. To date, recommendations have been endorsed by the IAI Steering Panel, the ICCB, and the IBHE for a common general education core and 27 majors. Panels meet bi-annually to review courses submitted by participating institutions as comparable to those in their recommendation. Courses approved for statewide articulation are listed on the iTransfer website (www.iTransfer.org). The ICCB and its staff have provided leadership and support to the IAI since its inception in January 1993.

Teaching and Learning Excellence Conference. The Teaching and Learning Excellence Conference draws faculty and staff from community colleges across the state to share teaching strategies and techniques that have proven effective in the classroom. The conference is cosponsored by several organizations: Illinois Community College Faculty Association, Illinois Community College Board, Presidents Council, and the Illinois Community College Trustees Association. Last year's keynote speaker was Tom Angelo, co-author of the publication, *Classroom Assessment Techniques*. The individual workshop sessions included topics on providing support for distance education, improving critical thinking across the curriculum, multicultural issues in the classroom, service learning, and international students. The conference draws from 200 to 300 faculty and staff annually.

Award for Excellence in Learning-Centered Instruction. The ICCB Award for Excellence in Learning-Centered Instruction recognizes innovation in fostering a responsive and inclusive learning environment. The award is presented to up to three community colleges annually. The award for fiscal year 2002 was presented to Kankakee Community College for its work on the Health Careers Exploration Camp; Richard J. Daley College for its submission entitled, "The Keystone Method: A Synergistic Approach to Improving Student Performance"; and Waubonsee Community College for its submission on "A 3-D Model: Creating a Learning-Centered Experience for Online Courses."

Lincoln's Challenge Scholarship Program. The ICCB's Lincoln's Challenge Scholarship Program operates with an annual appropriation to provide scholarships for Lincoln's Challenge graduates. The Lincoln's Challenge Scholarship Program is sponsored by the Illinois National Guard to help at-risk high school dropouts to attain their GED. Scholarships provided by the ICCB give students an opportunity to continue their education at an Illinois community college. To date, more than 1,800 graduates have received scholarship awards.

Lincoln Academy of Illinois. Each year an outstanding senior from each of the four-year degree granting institutions and one second-year student from a community college are awarded the Student Lincoln Academy Medallion, thereby becoming Student Laureates of The Lincoln Academy of Illinois. Student Laureates are honored for their overall excellence in curricular and extracurricular activities. A special ceremony is held to commemorate the occasion with the Governor presenting the awards. The College of DuPage was the recipient for this year's award.

Paraprofessional Teacher Training Program Initiative. Under the new federal legislation articulated in the *No Child Left Behind Act*, paraprofessionals are required to have at least 60 hours of postsecondary credit in order to be qualified to assist in the classroom in programs and for schools that receive federal Title I funds. The Illinois Community College Board, in partnership with the Illinois State Board of Education, has convened a task force to create a framework for paraprofessional training that would include both transfer and occupational tracks. Members of the group, which includes teachers, teacher aides, principals, superintendents, union leaders, and representatives from Regional Offices of Education and higher education, will meet throughout the next several months to identify paraprofessional competencies, review standards, and recommend a course of study for implementation in spring 2003.

Goal 3 - Affordability

No Illinois citizen will be denied an opportunity for a college education because of financial need.

Illinois community colleges have made a concerted effort to ensure that a college education is accessible and affordable to all residents of their respective districts. Colleges not only have maintained tuition and fees at affordable levels, but also have provided financial resources to students through numerous scholarship, grant, and short-term loan programs. Community colleges provide the financial and educational support needed for students to expand their horizons without leaving their employment, communities, and families. These resources are provided to meet the unique needs of the population and delivered in an expedient and efficient manner.

College Initiatives

Financial Assistance. All community colleges participate in federal and state financial assistance programs. During fiscal year 2001, 46,195 awards were made to community college students, totaling nearly $41,017,000, an increase of over $3.6 million from the previous year's total awards. The mean award for fiscal year 2001 was $888. Because of the unique financial needs of students attending these institutions, community colleges make every effort to maximize and support the financial assistance awards by providing financial incentives to attend college and reducing students' reliance on loans and other sources of debt. Below are examples of unique and responsive ways that community colleges are meeting students' financial needs in their districts:

- **John Wood Community College** has created a program that selects up to 12 eighth graders to receive free tuition to JWCC upon completing high school. These students continue to be supported upon completion of their Associate's degree with free tuition through their bachelor's degree at Quincy University, a partner in the program.

- To accommodate students who do not have finances for transportation, **Kishwaukee College** contracts with a local, nonprofit bus service to provide transportation to and from the college for a nominal fee.

- The **College of Lake County** has implemented a Student Default Aversion Program to better educate "at risk" students about student loans. The goal of the program is to lower default rates among "at risk" students, shift the emphasis from loans to grants and help students make better financial choices related to their educational pursuits.

- The Developmental Office at **McHenry County College** continues to work on a major gifts campaign, a major portion of which is to increase the number of "Be the First" awards, a program given to students whose parents never graduated from college.

- In a new Calculator Loan Program, **Oakton Community College** made available TI-83 PLUS graphing calculators for students who would not otherwise be able to afford them. Students were required to pay a user fee of $10 and a security deposit of $35, which was refunded when the calculators were returned.

- The U-Pass Program at **Olive-Harvey College** included in student's $100 activity fee for full-time students, provides a public transportation pass, so that students can access public transportation in getting back and forth to school.

- Like several other colleges, **Rend Lake College** and **Triton College** offer the FACTS Tuition Management Plan to help students with a low-cost option for budgeting tuition and fees. FACTS is just one of the many commercial products available that helps students manage the costs of college. FACTS allows students to have a monthly payment deducted from their checking, savings, or credit card account on a monthly basis until the bill is paid.

- Some colleges are taking a holistic approach in advising students regarding financial aid. **Sauk Valley Community College** and **Southwestern Illinois College** are engaging in discussions with students about financial planning. Students are asked to examine their families' financial circumstances and are given suggestions on other financing alternatives while pursing college.

- **Moraine Valley Community College** continues to expand programming and services through its Eisenhower Center, located in an underserved community, to offer short-term health care programs. Students receive financial assistance through the Workforce Investment Act and Welfare-to-Work.

Electronic Access to Financial Aid Resources and Information. Several community colleges have implemented electronic filing systems that allow students easy access to financial aid information, including the FASFA (Free Application for Student Financial Assistance). These systems can provide information to students on the status of their financial aid application and allow colleges to track information needed to help students in completing their applications. Coupled with improved access to information is the increase in the amount and number of the Illinois grants, scholarships, and loans given to community college students. The following are examples of the initiatives designed to help students with their financial needs:

- At **Black Hawk College**, students can access their financial aid information on the web site without calling or visiting the financial aid office.

- **Danville Area Community College** provides financial aid information to federal and state sites and also includes a Spanish language option for students.

- In response to student suggestions, **Joliet Junior College** increased staffing at its financial aid office, opened four nights per week, and provided Internet access for many financial aid forms, scholarships, and grant awards. To ensure adequate and friendly support to students, staff participated in customer service training.

- The introduction and use of MAPNET allows **Lewis & Clark Community College's** financial aid advisors to process applications for state grants and to determine eligibility, often while still working with students.

- **Waubonsee Community College** has developed a better financial aid tracking system which keeps track of student information in individual files. The new application has allowed individual letters or bulk letters to be generated to notify students of items that still need to be completed.

Limited Tuition and Fee Increases. The fiscal year 2002 statewide average cost for tuition at community colleges was $47.41 per semester hour, ranging from a high of $58.00 to a low of $38.75. This reflects a slight increase from the previous fiscal year; however, given the rising cost of higher education over the past few years, community colleges are still the best educational opportunity in Illinois. Community colleges have maintained the cost of education at a reasonable rate. The following examples indicate how community colleges have helped ease the burden of tuition costs for students:

- **Richard J. Daley College** has restructured its Learning Academy, which provides preparatory instruction to student whose placement test scores do not quality them for credit courses. These pre-credit course are offered free of tuition charges.

- **Lincoln Trail College** advertises the tuition waiver to residents such as the "after 6:00 pm" and the "over 60" population.

- **Highland Community College** (HCC) raised tuition by $2.00 for fiscal year 2002. However, specific financial support was continued by the HCC Foundation so that no student will be denied entrance to college because of financial constraints.

- During the 2001-2002 academic year, **Southeastern Illinois College** waived as much as 47¢ on the dollar in tuition and fees for its students.

Statewide Initiatives

The Accelerated College Enrollment Grant (P-16 Initiative Grant). The Accelerated College Enrollment grant is a system funding initiative intended to allow community colleges to expand the services they offer to high school students who wish to take college-level classes. A total of $1.5 million was allocated for fiscal year 2002 to help students accelerate their college course work and ease the transition to higher education. Beginning in fiscal year 2003, this grant has been expanded and renamed the "P-16 Initiative Grant" in order to allow community colleges to better address the need to strengthen student preparation within the P-16 education spectrum. Colleges have the option of using these grant funds as they had in the past or to implement and/or expand programs and services that relate to teacher preparation (certification) and professional development (recertification). A total of $1,278,999 has been allocated for the P-16 Initiative grant for fiscal year 2003.

Illinois Incentive for Access Grant Program. The Illinois Incentive for Access (IIA) Grant Program is designed to improve access and retention for students who have a limited ability to pay for college, and possibly to reduce the amount borrowed by these students. The program provides a $500 award for first-year students who are determined through federal need analysis to have no family resources and are attending a community college at least half time. A total of 12,782 awards were given to community college students in fiscal year 2001.

Goal 4 - Access and Diversity

Illinois will increase the number and diversity of citizens completing training and education programs.

Illinois community colleges comprise a system of one community college center and 48 community colleges whose 39 districts encompass the entire state of Illinois. The colleges serve a diverse student population. The 48 community colleges enrolled 666,491 students in instructional credit courses in fiscal year 2001. The full-time equivalent (FTE) enrollment was 226,735. Females comprised 55.3 percent of the student population enrolled in credit-generating programs. Minorities (non-white) students accounted for 35.3 percent of the credit students enrolled. The average age of community college students was 31.6 years. Approximately three out of four credit students attended on a part-time basis for both the fall and spring semesters.

The variety of programs and services offered through this system is essential to meet the changing and demanding educational and occupational goals of Illinois residents. These programs are made accessible to students in different ways, including on- and off-campus sites, telecommunications, video, and via the Internet. These approaches are strategies that offer convenience and flexibility needed for a changing and diverse population and workforce. Below are a few descriptions of community colleges methods that have combined the concepts of accessibility and diversity to create an inclusive learning environment.

College Initiatives

Increased Access to Programs and Services. The network of community colleges and the East St. Louis Community College Center offer Illinois citizens a variety of programs and services needed to meet their educational and career goals. Colleges continually strive to improve existing traditional delivery methods and create new innovative methods for their entire student population. Features such as personal student contact, off campus sites, and tutor training provide the convenience and flexibility needed for a changing workforce. Following are several specific examples of college initiatives that increase access of programs and services to students:

- **Prairie State College** incorporated into its Counseling and Advising Center a new "care calling" program that was designed to reach out to students simply to let them know that the counselors and advisors care about their success and are willing to support them when they have difficulties. The program was well received by students who took advantage of the personal attention and the offer to help them succeed and stay in school.

- In partnership with Chicago State University, **Malcolm X College** launched a Westside Distance Learning Project which provides residents with online, interactive television workshops and seminars that enhance hands-on technology competencies. This program is reported to help eliminate the "digital divide" between different economic classes.

- Construction of a new $1.7 million Learning Resource Center was recently completed at **Frontier Community College**. This Center will allow the college to expand its library collection and provide much needed additional computer access to students.

- **Illinois Central College's** New World Academic Support Services Program at its Peoria Campus offers students intensive help with personal and professional development. New World participants must meet one of the following criteria: first generation college students, economically disadvantaged, or physically challenged.

- **Olney Central College** developed existing course work in their Industrial Maintenance Technology program to make it available not just on-campus, but off-campus and via internet delivery to students at home and currently working in local and statewide manufacturing facilities.

- **Lake Land College** implemented the Traffic Safety Program, which provides an opportunity for traffic violators to take the National Safety Council Defensive Driving Course and avoid a conviction on their driving record. More than 780 students within the community were served last year.

Increased Diversity. Increasing diversity is an institutional priority for all colleges. Many have instituted activities that promote understanding and appreciation of different ethnicities, races, and cultures. Still other colleges have gone farther and established diversity committees that have set goals, objectives, and activities designed to manage and leverage diversity so that it transforms the campus and creates an inclusive and accepting environment. Following are several specific examples of the way colleges are working to increase diversity on their campuses:

- **Morton College's** faculties were introduced to a better understanding of Hispanic heritage and culture through a series of ten seminars and workshops addressing several Hispanic cultural issues. A local professor from Northwestern Illinois University facilitated the seminars. In addition, Hispanic students participated in two extended discussions designed to explore the similarities and differences between Hispanic and U.S. cultures.

- One of the objectives of the **John Wood Community College** Diversity Committee is to gather information from the leaders of the minority communities in the area through focus group discussions. Suggestions from this activity included working with local churches, local organizations, and neighborhood businesses.

- To expand diversity training, **Parkland College**'s Student Life division coordinated a L.E.A.D.E.R.S. conference to establish core values, affirm diversity, understand community service, and prepare students for decision-making roles. Also, a presentation was held for student government leaders with the goal of understanding the importance of being prepared to work in a multicultural work place or organization.

- The Advocating a College Community of Respect for Diversity (ACCORD) committee at **Oakton Community College** meets regularly to discuss issues related to racial, ethnic, or religious intimidation or sexual harassment and hate crimes. Members include a diverse representation of administrators, faculty, and staff. A member of the ACCORD committee served on each faculty search committee to ensure diversity in committee deliberations. A training session was conducted for members of faculty hiring committees.

- **Richland Community College** works with the Workforce Investment Solutions project and the University of Illinois Extension office to track displaced workers into health careers. Recruitment efforts are targeted toward minorities, adult learners, and displaced homemakers. A Health Career Fair was recently held to support this initiative and over 300 packets of information were distributed.

Increased Completion of Programs of Study. Community colleges continue their efforts to increase the numbers of program completers in career, technical, and transfer programs. Many of the strategies employed to support student retention and graduation reach beyond the traditional approaches to teaching. Community college faculty members and administrators recognize the need to offer support services that are specifically designed for the population being served. Following are examples of community college programs designed to meet the needs of various learners:

- At **Kennedy-King College**, the Division of Continuing Education provides Basic Nursing Assistance (BNA) training during the day and evening at both on- and off-campus sites. Last year, 225 students completed the BNA training on campus.

- In order to increase the number of students who are able to successfully complete challenging courses, **Waubonsee Community College** has established a modified supplemental instruction program, linking at-risk students to academic assistance and additional instructional support from a faculty-tutor team.

- To support student athletes in their academic achievements, **Illinois Valley Community College** developed an intensive mentoring and tutoring system which resulted in retaining these students at a level comparable to the entire student body (85 percent of the student athletes to 89 percent of the entire student body).

- **Heartland Community College** assumed responsibility for two off-campus site vocational training and welfare-to-work programs: the Chamber of Commerce's discontinued Job Partners business essential program and the Bloomington Housing Authority Office Technology certificate program. Both are offered on-site at the Bloomington Housing Authority location exclusively to its residents.

- **Rock Valley College** (RVC) and Northern Illinois University (NIU) partnered to create the RVC-NIU Success by Degrees program where NIU offered upper-level classes for several programs on the RVC campus.

- **Oakton Community College** is scheduling more courses that begin after the traditional start of the semester (known as late start classes) or that meet in compressed time frames to accommodate students who are unable to devote a full 16 weeks for a course.

State-Level Initiatives

Illinois Century Network. The Illinois Century Network (ICN) is a telecommunications backbone to provide high-speed access to data, video, and audio communications for schools, libraries, colleges,

universities, museums, state agencies, and other entities in a joint venture of the Illinois Board of Higher Education, the Illinois Community College Board, and the Illinois State Board of Education. The ICN currently connects more than 5,600 educational institutions. The ICN also provides Internet 2 access to Illinois educational institutions.

Illinois Community Colleges Online. Illinois Community Colleges Online (ILCCO) is a consortium of Illinois community colleges sharing online courses and programs. When students sign up for courses at their local community college, they have access to online offerings at other community colleges throughout the state. Students can complete courses, degrees, and certificate programs completely online. ILCCO allows students to handle registration, financial aid, and transcripts through their local college. Over 250 new online courses have been developed through ILCCO. In addition, the ILCCO Learning Academy provides professional development opportunities for college faculty through online and location-based training. Over 65 workshops have been offered to-date.

Illinois Digital Academic Library. The Illinois Digital Academic Library provides a high-quality collection of full text and image digital resources to support study and research by students, faculty, and staff in Illinois higher education institutions. Community colleges use the Illinois Digital Academic Library to bring a broad range of online resources to students through their Learning Resource Centers.

Illinois Online Network. The Illinois Online Network provides online and face-to-face faculty development opportunities for online teaching and learning. Numerous workshops are offered to community college faculty each year. Illinois Online Network hosts a Faculty Summer Institute every summer providing training to over 250 community college faculty on enhancing courses through use of technology.

Illinois Video Education Network. The ICCB and the Illinois Board of Higher Education have worked as partners on the development of the Illinois Video Education Network. Interactive video sites around the state bring new learning opportunities to students while reducing travel costs for them, as well as for faculty and staff. Ten regional consortia across the state link sites at community colleges, public universities, independent higher education institutions, business extension sites, hospitals, high schools, and libraries. To date, 450 two-way interactive distance learning classrooms have been developed throughout the state.

Illinois Virtual Campus. The Illinois Virtual Campus (IVC) is a service for Illinois students providing an online catalog of distance learning courses available in Illinois higher education. Students can link from IVC's website to colleges and universities for services and registration. Illinois community colleges provide student support centers through IVC for Illinois distance learning students. These centers provide services such as computer access and test proctoring. IVC offers an online workshop to students and faculty interested in exploring the online learning environment.

Postsecondary Perkins III. The Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) provides funds to help improve student achievement and prepare students for postsecondary education, further learning, and careers. During fiscal year 2002, the administration of the postsecondary portion of these funds was transitioned from the Illinois State Board of Education to the ICCB. This was done in an effort to more efficiently and effectively provide state leadership for Illinois' postsecondary career and technical education programs and build upon the foundation of shared leadership developed between the two agencies.

Tech Prep. Tech Prep is a progressive education program that connects Illinois' high schools and community colleges. It prepares students for high-skill, high-wage careers by infusing career programs with rigorous academics, work-based learning opportunities and integrated/applied learning methods. Beginning in fiscal year 2003, the administration of federal Tech Prep programs, a part of the larger Perkins III grant, will be moved from the ISBE to the ICCB. Fiscal year 2002 will be a year of transition in which both agencies will work closely together to ensure that the transition is seamless and efficient.

East St. Louis Community College Center. During fiscal year 2002, under the continued leadership of the Southern Illinois Collegiate Common Market, continued growth in enrollment and participation was achieved. Community college enrollment in courses and programs offered by Southwestern Illinois College, Shawnee Community College, and Kaskaskia College continued to increase due to expanded offerings and increased recruitment activities. Additional community college academic offerings are scheduled for fall 2002. Lake Land College continued in its role of administering programs at the Southwestern Illinois Correctional Center. Southern Illinois University-Edwardsville continued its charter high school operations in 2001-2002 at the center with approximately 125 students. In addition, East St. Louis School District #189 continued using vocational classroom and laboratory facilities at the center. The Illinois Community College Board, Southern Illinois University-Edwardsville, and the Illinois Department of Employment Security completed design work on the joint $27 million repair/renovation and new construction capital project. Early in fiscal year 2002, bids were received on the construction project. An official groundbreaking ceremony was held on September 28, 2001. During fiscal year 2002, construction continued. Project completion is scheduled for late summer 2003.

Goal 5 - High Expectations and Quality

Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and assessment of learning.

Results reports from Illinois community colleges indicate that institutions are immersed in a myriad of activities relating to setting high standards for teaching, learning, and program accountability and improved means of assessing student progress. In general, examples include identifying student outcomes and learning assessments for each program, testing for basic skills and remedial placement, upgrading instructional technology, and offering stipends and incentives for professional development. Specific to the academic side of the college are offering courses that have been approved for statewide articulation through the Illinois Articulation Initiative to ensure transferability, strengthening and expanding articulation agreements, and implementing new degree audit systems. Specific to career and technical programs are the use of advisory committees, employer surveys, external licensure/certification, and educational guarantees.

Several colleges including **Joliet Junior College, College of DuPage, Highland Community College,** and **Kankakee Community College** reported on their progress relative to AQIP–the Higher Learning Commission's Academic Quality Improvement Project. The purpose of the Academic Quality Improvement Project is to allow an already accredited institution to align its continuous improvement initiative with its re-accreditation efforts. Participation in AQIP requires an intense commitment to continually improving the quality of education.

College Initiatives.

Assessment. The topic of assessment took center stage in the fiscal year 2002 Results Reports for Goal 5 as institutions continue to promote effective teaching strategies that contribute to measurable student learning gains. Activities included developing databases to house assessment activities, presentations by nationally known assessment experts, and development of assessment newsletters. Following are specific examples of assessment activities currently underway or planned at the colleges:

- **Black Hawk College's** Academic Senate Promotion Review Committee has recommended that faculty up for promotion in 2002-03 and thereafter must provide evidence showing responsibilities for assessment and use of outcomes to enhance student learning.

- **Heartland Community College's** Assessment Committee became a standing committee within the college instead of a subcommittee of the Curriculum and Academic Standards Committee. A fall workshop is planned with a focus on developing critical thinking skills. A faculty group has been organized to create college-wide critical thinking learning outcome statements. In spring 2003, a workshop will be held to feature best practices in critical thinking.

- **Parkland College** reports that 100 percent of career and transfer programs have assessment plans in place and about 80 percent of the programs have made improvements based on these results. Assessment measures for general education include introductory Classroom Assessment Notebooks containing general education objectives and exercises that are being utilized by faculty.

- **Morton College** offered a team-taught, capstone course which used the theme of contemporary issues and ideas to integrate all of the college's general education objectives into a capstone experience for students. Development of a grid aligning general education courses with the college's general education objectives will ensure that all students in general education meet the objectives as they complete their classes.

- **Kishwaukee College** requires portfolios of all transfer degree graduates. This past year, 15 faculty and four administrators read 308 transfer degree portfolios. **John Wood Community College** will implement a portfolio assessment of general education objectives as a pilot project in fall 2002.

- The **College of Lake County** reports a college-wide effort in assessment in order "to improve course planning, program planning, and teaching; provide a vehicle for faculty interchange; assist students in understanding the purpose of their education activities; demonstrate accountability; enhance public relations; and gain theoretical understanding about how students change and develop."

- **Elgin Community College** and **McHenry County College** are in the process of implementing a computerized degree audit system. The colleges can stamp students' transcripts with a phrase to indicate that the student has met the IAI general education core requirements for graduation and/or transfer purposes.

- **Danville Area Community College** expanded assessment services to a more diverse student population including alternative delivery students (Internet, Video and Interactive Video) and students with special needs and disabilities. Types of assessments offered include those with computer-based testing platforms: CLEP, COMPASS, and Work Keys.

- **South Suburban College** tracks the academic success of online students and compares this with the academic success of students in traditional classes to monitor learning gains.

- **Lewis & Clark Community College** installed a state-of-the art integrated library system as one of the first priorities in the Campus Technology Plan. In recent years, the college has acquired nearly 45 online databases that provide access to nearly 3,000 full-text periodicals. Recent grant funding allows access to the databases 24 hours a day, 7 days a week.

- **William Rainey Harper College's** Student Development Division, in conjunction with the Registrar and Information Technology, created an award winning automated computer tracking system to monitor academic achievement. The system is upgraded yearly and remains a model copied by several colleges.

Ensuring Student Success. The open-door policy of community colleges attracts a diverse group of students which, in turn, results in the need for diverse and innovative programs to help students succeed. In their reports, colleges listed expanding programs to provide students with the necessary skills to succeed academically, as well as occupationally, providing special services and directing funds appropriately.

Offices of institutional research assist by collecting data to assess retention, graduation, and transfer rates. The information gathered is used by departments to craft teaching methods, follow-up processes, policies, intervention strategies, etc. Following are several specific examples of initiatives colleges are using to improve student success:

- The **College of DuPage** has three continuous improvement teams to fulfill AQIP accreditation requirements and all are focused on student success. The first team is designing and implementing systems and processes to improve developmental study skills in reading, writing, and math to ensure success in college-level English and math courses. The second team is designing and implementing an efficient and effective advising system to help students meet their individual educational goals. The third team is developing effective and productive partnerships with area high schools to meet the needs for high school students, their parents, high school teachers, and administrators.

- **Parkland College** reports that two honors Learning Communities with a science core along with Integrated Studies Communities II and III occurred in fall 2001 in which 96 students and 15 faculty participated. The courses emphasize more active learning, group work, and team teaching, all of which have the potential to contribute to increased retention rates.

- **Prairie State College** learned that students were falling short of expectations in writing and reacted by strengthening the exit exam for English 101 and introducing an exit exam for English 099 to ensure that students are college ready before they advance into college-level writing instruction.

- **Illinois Central College's** faculty, administration, and staff will implement Priority I of the Blueprint for the Future. The goals include "establishing a 'contract for success' with every student at admission and orientation, developing a system for monitoring student progress that leads to timely intervention, implementing a systematic assessment of all courses, curricula, programs and services, strengthening the linkage between classroom assessment data and instructional improvement, and developing a systematic assessment of student achievement of general education goals." A faculty member in each department will coordinate assessment projects among department colleagues.

- **South Suburban College** has instituted "the 1:30 club," a peer mentoring/tutoring club that will provide a support system for developmental math students.

- **Southwestern Illinois College** identified student advisement as an item that merited further study as the result of a Noel-Levitz Student Satisfaction Study and a subsequent Focus Group Study.

- **Lake Land College** has an online module for an orientation program that encourages knowledge of computer applications and identifies the college's expectations for applying technology skills in a learning environment. Once the module is completed, students are quizzed to determine their knowledge of college policies, campus services, and organizations. A virtual web board developed by Counseling Services allows students to view and ask general questions about the college.

Program Review. Each year, colleges submit program review reports that demonstrate accountability. The program reviews are the system's longest-standing accountability effort. These reports attest to alignment of the mission, goals, and role of community colleges in providing quality programs. Reviews are conducted for career and technical, academic, and student/instructional support programs on a five-year rotating basis and provide a vehicle for addressing college and state-level priorities. For example, **Black Hawk College** plans to incorporate assessment into program reviews in order to align outcomes with resource allocation, services, instruction and various program changes. During fiscal year 2003, ICCB staff plan to work with college representatives to review and update the current program review process.

Leadership and Core Values. The ICCB Leadership and Core Values Initiative began in 1997. Its objectives are to define and describe core values that are held in high esteem among Illinois' populations; to explore and implement strategies that enable Illinois community colleges to create a culture and climate characterized by agreed-upon values; and to develop strategies for infusing these values in the curriculum and operations, in the teaching, and into the leadership at Illinois community colleges. In fiscal year 2002, colleges participated in numerous related activities and showcased them at the first national Leadership and Core Values Institute in early July. Following are several specific examples of college-level leadership and core values initiatives:

- **Wabash Valley College**'s faculty and administration are jointly drafting a policy of ethics and student conduct that addresses the issues of quality of student performance and the student's role in the learning process.

- **Waubonsee Community College** implemented "The Integrity Project" committee consisting of faculty, administration, and students. A guest speaker affiliated with the Center for Academic Integrity gave a presentation at the spring faculty orientation. Presentations were made at the Center for Teaching, Learning, and Technology regarding issues related to academic integrity. Faculty and students met for two days of presentations regarding issues of integrity, ethics and leadership.

- One of **Illinois Valley Community College's** general education goals is cultural appreciation and its integration. In fiscal year 2002, the college partnered with the Center for Middle Eastern Studies at the University of Chicago to provide 20 participants an intensive week of lecture and discussion on a variety of topics on the Middle East and Islamic Culture. Faculty plan to develop modules integrating what they learned into their courses. The international education model will be repeated each year with a focus on a different region.

- **Sauk Valley Community College** has mandated internships in all Associate in Applied Science programs to ensure that students' knowledge and skills match the needs of the workplace.

State-Level Initiatives

Accountability/Program Review Reports. In 1983, the Illinois Community College Board established minimum standards for a systematic and college-wide program review process that was a major step forward in promoting program accountability. The process ensured that all community college instructional programs and student and academic support services are evaluated according to three criteria: need, cost,

and quality. In 1989, the ICCB adopted cost-effectiveness and accountability as one of its major initiatives. Each year, community colleges submit an annual Accountability/Program Review Report to the ICCB. Program review summaries and other accountability information for fiscal year 2002 are being analyzed by ICCB staff, and results will be presented to the Board in October 2002.

Program Approval. Requests for new programs are reviewed by ICCB staff, as well as staff of the Illinois Board of Higher Education and subject area specialists from the Illinois State Board of Education as appropriate. Recommendations for Board approval are based on an analysis of the program's quality, cost-effectiveness, and need and, in the case of transferable programs, alignment with IAI recommendations for related majors. Staff review proposals for evidence that the curriculum will meet the needs of students, the benefits for the college and the students will outweigh the costs, and the local community or surrounding districts can support graduates of the program with related employment or that students can transfer course work without losing credits.

Occupational Skill Standards. ICCB staff continue to support the efforts of the Illinois Occupational Skill Standards and Credentialing Council in several ways. These include providing the Council and Industry-based Subcouncils with input related to the needs of the colleges, disseminating information on existing and newly endorsed occupational skill standards products throughout the system, and requiring the colleges to use occupational skill standards in program development and revision.

Leadership and Core Values Initiative. Over the past five years, community colleges in Illinois have engaged in activities that expose students, trustees, faculty, and staff to topics on shared values and ethical decision-making practices. The LCV, as it is called, was created through a resolution by the Illinois Community College Board in 1997. The Board's resolution encouraged colleges to engage in discussion about values and ethics, to embrace ethical standards and practices, and to explore and develop methods for including the study of ethics and ethical decision making into teaching and the curriculum. To assist college constituents in strengthening campuses steeped in a set of values, annual Leadership and Core Values Institutes, professional development seminars coordinated by the Center for Applied Ethics located at Kaskaskia College, grants for campus-based programs, and an LCV excellence award program are made available. After sponsoring statewide institutes for the past four years, the ICCB embarked on a national conference in July 2002 drawing persons from across the country. The keynote presentations were made by persons established in the field of leadership and core values, such as Elizabeth Kiss, professor, Duke University, and George Boggs, President, American Association for Community Colleges.

Phi Theta Kappa. In 1997, the ICCB established the All-Illinois Academic Team Program to provide statewide recognition to outstanding Illinois community college students. Phi Theta Kappa is an international honor society for two-year colleges. Four annual recognition ceremonies have been held at the rotunda of the Illinois State Capitol, where family, friends, and state senators and representatives honor the team members.

Educational Guarantees. Nearly all Illinois community colleges offer their students educational guarantees. Baccalaureate transfer guarantees ensure that community college transfer students can transfer all of their courses to their chosen four-year college or university. If courses selected with the assistance of the community college do not transfer, the community college will refund the tuition. The subsequent adoption of the statewide general education common core and major panel recommendations through the

Illinois Articulation Initiative have greatly facilitated the implementation of transfer guarantees. Career and technical education program guarantees ensure that graduates of community colleges' career and technical programs have the skills needed in today's labor market. Graduates may re-enroll in appropriate courses at no charge if they did not obtain the skills the program is designed to teach.

Occupational Follow-Up Study. As a part of the Illinois Community College System's ongoing accountability and program improvement initiatives, the colleges annually conduct a survey of program graduates. The annual ICCB *Occupational Follow-Up Study Report* provides statewide information from graduates of selected career and technical education programs regarding the effectiveness of their community college experiences. Data for the report are obtained from responses to a standardized survey. The survey instrument addresses attendance objective, education status, employment status, salary, employment start-up, geographic location of employment, and satisfaction with employment and components of the educational program completed. Such information has implications for colleges as they develop new program proposals and perform program review, in order to ensure that they stay in step with the changing job market thus providing for satisfactory employment and compensation for their graduates. Results from the Follow-Up Survey are an integral part of the state measures used in the Performance-Based Incentive System and are used in program review.

Goal 6 - Productivity and Accountability

Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

Community colleges are supported by a combination of public funds (local, state, and federal), student tuition and fees, and private funds and are, therefore, accountable to many audiences. Each college has developed a system of measuring and reporting institutional productivity and cost-effectiveness to its elected board of trustees and to the residents of the district. At the state level, there are a number of initiatives and data collection systems that document the colleges' productivity and cost-effectiveness, both individually and collectively. Examples include annual enrollment/ completion reports, transfer follow-up reports, follow-up surveys of career and technical education program graduates, the unit cost study, and program review. At the federal level, performance measures have been established as part of the requirements for institutions that receive funds as training providers under the Workforce Investment Act, as providers of adult education, and as providers of career and technical education. The colleges are accountable to many external entities for the quality and productivity of the programs they offer as well. All of the colleges are accredited by the North Central Association. Many programs offered by the colleges require accreditation or approval by professional associations or regulating bodies. In cases where program accreditation is voluntary, colleges usually seek the accreditation to validate program quality and to provide their graduates with every possible advantage in the job market. Through these and other processes, the colleges are able to demonstrate accountability for the resources they receive. In addition, the information that is collected and reported is used at the local and state level to promote continuous improvement of the programs and services the colleges provide. Examples are described throughout this report.

Appendix B provides information regarding mission specific performance indicators selected by each community college for inclusion in future Results Reports.

College Initiatives

Strategic Planning and Institutional Assessment. Recent *Accountability/Program Review Reports* affirm that the colleges are using strategic planning initiatives to set institutional priorities and are taking a holistic approach to examining the effectiveness of the institution, rather than viewing each component in isolation. As colleges implement their strategic plans, they are developing long-range plans to guide the improvement of functional areas of the institutions (i.e., technology replacement/upgrades, facilities needs), as well as assessment systems to gauge the effectiveness of the institutions and the programs and services they provide. Numerous colleges cited adopting new strategic plans or establishing frameworks for re-addressing existing plans. Following are several specific examples of strategic planning initiatives and institutional assessment processes at the colleges:

- **College of Lake County, College of DuPage, and Southwestern Illinois College** reported their adaptation of the AQIP model for accreditation offered by the Higher Learning Commission of the North Central Association. AQIP, or the Academic Quality Improvement Project, emphasizes continuous quality improvement principles aimed at continuous improvement in educational programs, organizational and personal learning, and organization effectiveness and

capabilities. AQIP addresses both program assessment (see Goal 5) and institutional assessment for the colleges.

- **Heartland Community College** (HCC), as a part of strengthening accountability measures, has established an Assessment Committee whose primary role is to provide encouragement and financial support for classroom assessment activities. One of its successes was the first annual Best Practices Workshop in which HCC faculty showcased for one another their successful teaching strategies, assessment practices, and other helpful instructional ideas.

- **Black Hawk College** introduced, established, and implemented the College-wide Commission on College Growth and Progression to provide institutional perspective in the following areas: access and service enhancement, information technology, diversity and cultural integration, college enrollments, and future needs.

- **Moraine Valley Community College** (MVCC) initiated a Strategic Planning Council which, over the last two years, has analyzed issues surrounding the future of education at MVCC. After Council discussions and college-wide review, final recommendations were presented and approved by the board of trustees in November 2001. The new strategic plan addresses college programs, services, and delivery systems and will guide the resource allocation process.

- **McHenry County College** completed its second Economic Impact Report, sponsored by the Illinois Community College Trustees Association. The report emphasizes the college's impact and productivity within its own district. The first report was so well received that all colleges participated in the process last year.

Restructuring to Streamline and/or Achieve Economies. During fiscal year 2002, colleges continued to utilize strategic elimination, consolidation, and restructuring of positions, units, and functions to reduce identified inefficiencies and distribute resources to areas of highest priority. Following are several specific examples of how colleges are restructuring to improve institutional effectiveness:

- **William Rainey Harper College** recentralized the Continuing Education Division into academic divisions to eliminate duplicated efforts in the areas of supervision, marketing, registration processes, and general services to the students. By centralizing all allied health programs in the Life Science Human division and all Education programs in the Business and Social Sciences Division, this reorganization will improve program delivery.

- **Illinois Valley Community College** implemented several cost-cutting measures, including switching employee insurance providers, offering an early retirement option, switching express mail delivery services, and finalizing the duct work repair in the aging heating and air conditioning system to regulate air flow and affect utility cost.

- **John Wood Community College** saved $45,125 by purchasing individual hardware components for its computer system and handling the update and assembly in-house.

- **Illinois Central College** combined the two positions of Dean of the East Peoria campus and the

Dean of the Peoria campus into one Dean of Instruction. The responsibilities of the retired Director of Economic Development were integrated into an existing administrative position.

- **McHenry County College** combined the Network Services and Administrative Computing departments to create the Information Technology Department. This change will increase staff productivity and eliminate duplication of services.

- **Oakton Community College** received a $75,000 grant from the Illinois Clean Energy Community Foundation to design a building with "green features". The Building will use the raised floor approach for delivering heat, cooling, data, voice, and electrical power. Studies show this approach not only saves energy and money, but also ultimately increases worker productivity.

- **Kishwaukee College** formed a Future Technology Task Force to identify and prioritize available technologies, recommend a direction for phasing out the college's existing computer system, and develop and implement new purchasing guidelines for computer hardware and software college-wide. This centralized purchasing will result in lower total cost for new technology through standardized purchasing of equipment and accessories.

Technology to Increase Productivity and/or Accountability. Many colleges offer their students and the community access to the most current technology available in their programs and public services; however, the continued and expanded use of technology is vital to increased productivity, efficiency, and accountability of the college itself. Colleges most often reported increased use of technology in course scheduling, registration, and delivery and in the upgrade and streamlining of administrative systems. Following are several specific examples of how technology is being used to provide enhanced information and services to students:

- **Spoon River College** expanded online course offerings and upgraded operating systems by creating student network accounts usable for online registration, courses, and receiving grades.

- **College of Lake County** implemented the PeopleSoft system for business services and admissions and records departments to improve delivery of information to students and staff.
- **Harold Washington College** will take the lead for all of the City Colleges of Chicago in piloting a new online registration system and electronic book vouchers.

- **John Wood Community College** converted to web-based reporting for all state and federal grants. This conversion decreased record processing and improved accuracy and time line deadlines of these reports.

- **Rock Valley College** redesigned its Intranet to include numerous processes that were previously done using paper methods. Budget information, employee directories, and other commonly requested documents are now available online.

- **Prairie State College** completed a two-year conversion to a new administrative system that is better equipped to handle the college's long-term needs in the areas of managerial/ financial reporting and human resources administration.

Curriculum Revisions, Consolidations, and Eliminations. Community colleges strive to maintain program offerings that are affordable and relevant to the needs of students and employers. The colleges use regular program review to identify programs that require significant changes to remain relevant or are no longer viable due to low productivity, lack of cost-effectiveness, etc. The result is that a large number of programs are revised, consolidated, or eliminated each year. The annual program review for fiscal year 2001 included 680 career and technical programs, 162 academic programs, and 70 adult education and developmental programs. As a result of last year's review, 138 programs were significantly modified, discontinued or scheduled for further review. Following are several examples of curriculum revisions, consolidations, and eliminations that occurred at the colleges:

- **Danville Area Community College, Parkland College, and Illinois Valley Community College** established a cooperative agreement through Illinois Community Colleges Online (ILCCO) to develop an online accounting and marketing A.A.S. degree program.

- **Triton College** withdrew programs in the areas of dental technology, engineering, and machine tool technology as a result of last year's program review. Staff evaluation of these programs indicated there was no longer enough need or resources to continue offering them.

- **Rend Lake College** evaluated its remedial course offerings and analyzed their value in preparing students for career and technical education programs. Their evaluation found some courses could be eliminated, consolidated, or integrated into other courses reducing the number of total course and credit hours for many students in CTE programs.

- **Harold Washington College** developed a new report writing program through the Customized Training Unit for city inspection at the Chicago Department of Health.

Likewise, the colleges are constantly attuned to the needs of the community they serve to address emerging employment needs in the district and/or emerging occupations by offering new programs. During fiscal year 2002, colleges created 238 new career and technical education programs, either through the new program approval process or as modifications of existing curricula.

Increased Productivity through Maximizing Resources. Colleges reported that they attempt to increase productivity and cost-effectiveness by maximizing resources in a number of ways. The colleges routinely make use of partnerships with other colleges and universities to maximize the instructional resources available to their students. For example, cooperative agreements between and among colleges broaden the programs available to students while keeping costs affordable. Several colleges partner with four-year colleges and universities to provide baccalaureate completion opportunities for their students, sometimes at the community college campus. Colleges are also active participants in the state's ten Regional Consortia, the Illinois Prairie Internet Consortium, and the Illinois Community Colleges Online, all of which utilize distance learning technologies, such as interactive video or online instruction, to increase the number of courses and programs that are available to students while maintaining reasonable

instructional costs. Another outstanding example of partnership is the Southern Illinois Common Collegiate Market that was created to enable five colleges from the southern region of the state to join together to develop and provide programs that they would not have the resources to provide individually. Finally, partnerships with business and industry often result in contributions of equipment and expertise for curriculum development and/or teaching. Following are several examples of how colleges have increased productivity through maximizing resources:

- **Parkland College** (PC) developed a partnership with Eastern Illinois University to establish 2+2 agreements in Journalism and Criminal Justice. In addition, PC's physics faculty members have been cooperating with the physics faculty at University of Illinois (U of I) to incorporate web-based materials developed by U of I faculty into PC physics courses. Faculty have taken the extra step to offer workshops to train PC instructors on the use of web-based materials.

- **Lake Land College, Richland Community College, Heartland Community College, Danville Area Community College, and Parkland College** have developed an agreement to deliver respiratory care lecture courses via interactive instruction.

- **Lewis & Clark Community College** (LCCC) established a partnership with the University of Illinois-College of Agriculture-Consumer and Environmental Sciences Department to develop joint programs in shared agricultural, green industry, and environmental sciences research facilities. A new research facility, to be constructed in the LCCC district, is for the purpose of research and educational programs in river ecology, riparian ecology, watershed management, and environmental issues related to rivers and flood plains.

- **Sauk Valley Community College** (SVCC) expanded delivery of Criminal Justice courses via compressed video to better meet the needs of both SVCC and **Highland Community College** students.

- **Morton College** formed a partnership with Northeastern Illinois University for a Title V grant to improve teacher preparation. The grant will be used to strengthen the preparation of elementary and secondary teachers in math and science at the community college level.

State-Level Initiatives

Recognition. The ICCB has a statutory responsibility to review the recognition status of colleges on a five-year cycle. A streamlined recognition process has been implemented to take advantage of the substantial amounts of information the colleges provide to the ICCB on a routine basis and rely less on information gathered through on-site visits to college campuses. ICCB staff make financial audit visits to each college and the results of the audit are included in the material reviewed for recognition. Evaluations have been broadened to include quality indicators in addition to compliance standards. During fiscal year 2002, the recognition status of the following colleges was reviewed: Elgin Community College, Illinois Eastern Community Colleges, Kaskaskia College, Lake Land College, Parkland College, Carl Sandburg Community College, Sauk Valley Community College, South Suburban College, and Southwestern Illinois College. Staff recommendations regarding the recognition of these colleges were presented to the Illinois Community College Board and approved (recognized) in June 2002.

Strategic Plan Implementation. During fiscal year 2002, the ICCB remained committed to the tenets of the *Promise for Illinois*. *The Promise* is a forward-looking strategic plan that provides a focus for the Illinois Community College System for the first decade of the new millennium.

ICCB Databases and Related Reports. ICCB has developed a comprehensive Management Information System and maintains large administrative databases containing detailed information about students, faculty and staff, curricula, courses, facilities, fiscal matters, etc. ICCB staff use this information to produce regular reports on enrollments and completions, student transfer, faculty and staff salaries, unit cost for instructional delivery, and others that provide statewide accountability, as well as valuable information for the colleges to use. The databases are also instrumental in meeting state and national reporting and outcomes assessment requirements.

Performance-Based Incentive System. The Performance-Based Incentive System (PBIS) is dedicated to fostering and evaluating a variety of educational improvement initiatives among Illinois community colleges. Fiscal year 2001 was the fourth year for PBIS, which incorporates both statewide measures and a district-specific component. Statewide measures account for 60 percent of PBIS dollars that are available to the colleges and include: Student Satisfaction, Student Educational Advancement, Student Success in Employment/Continued Pursuit of Education, Student Transfer to Four-Year Institutions, Population Served, and Academically Disadvantaged Student Success. The district-specific component accounts for a maximum of 40 percent of the PBIS dollars a college may receive and recognizes district autonomy, mission differentiation, and the need to address individual community needs. Colleges concentrate their efforts in one of the following areas: Workforce Development, Technology, or Responsiveness to Local Needs. For fiscal year 2002, no dollars were available for PBIS due to mid-year budget cuts. Community colleges did their best to continue the initiatives outlined in their plans in the absence of adequate funding. The colleges prepared reports for fiscal year 2002 detailing accomplishments in their district-specific initiatives.

Summary and Conclusion

Illinois' 39 community college districts and one multi-community college center play a vital role in the state's educational and workforce preparation system by providing access to nearly one million students each year. Individually, the colleges provide programs and services tailored to meet the needs of their districts. Collectively, the colleges provide affordable access to a diverse student population through transfer and career and technical education programs, adult education and literacy programs, customized workforce training, and other programs and services that enrich the lives of Illinois' citizens. The Results Reports for fiscal year 2002 provided continuing evidence of the individual and collective accountability the colleges and the Illinois Community College Board demonstrate through their use of both human and fiscal resources to provide programs and services that support the statewide goals for higher education in a manner consistent with the vision of the *Illinois Commitment* and the *Promise for Illinois*. As the Illinois Community College System continues to work toward fulfilling the *Illinois Commitment* and the *Promise* in a time of scarce public resources, the challenge will be to do more with less. The colleges and the system remain committed to maintaining quality and accountability through increased efficiencies, partnerships, and innovative programs and services which will be documented in future Results Reports.

Appendix A

BEST PRACTICES

BLACK HAWK COLLEGE

BEST PRACTICE: STUDENT SERVICE

During the 2002 Fiscal Year, Black Hawk College made a major change in the development of career services to the students and the general community. In the past, Black Hawk provided career services through three different offices, although these services tended to overlap and were separated geographically. The Discover office offered students a chance to use ACT's career inventory and assessment software, the Discover Program, and answered a variety of general career related questions with some resume training provided within the Discover package. In addition, the College provided a Career Resource Center for students requiring another avenue for career research. The Career Resource Center also offered students the option of using the Discover Program, however, students could access the Internet and related web sites for their career needs. The Career Resource Center also provided assistance with resumes and general job search questions. The third office was the Placement Office that helped students with resumes, cover letters, job search strategies and a computerized Job Placement System.

Black Hawk College made the decision to promote and enhance career research and job development by combining all three career related offices into one Career Services Center that would provide a more coordinated approach to career development for the students and the local community. A new facility was built within one of the main buildings on the Quad City campus. A new coordinator position was developed and filled to oversee the development of the office and to help combine all of the career programs into one area. The result was a "one stop" career development program. Students were now able to receive the services from one location with easy access to Black Hawk College's career experts. The Career Services Center is staffed with three full-time and four part-time staff members as well as two student Career Assistants and three student work/studies. The Coordinator has a doctorate in higher and adult education with an emphasis on career services. One of the full-time staff has a Masters degree and the other will be completing a Master's degree shortly. Two of the three part-time Discover staff members hold Master degrees. The third Discover advisor has extensive training from ACT to go along with 20 years of experience.

Not only is the Career Services Center aesthetically pleasing, with new furnishings and equipment, but offers a warm welcome to all who pass near and through it's doorway. Assistance to physically challenged students has been addressed with assistive technology and new interests tests that can be done by anyone regardless of reading ability or disability. Students can research a career, develop job search skills, have use of technology for assistance and use telephones for job search purposes. The Center also serves the community and welcomes non-students, prospective students, and Black Hawk alumni.

The Career Services Center is a fully comprehensive career service to students, staff, faculty and the community. Each person walking in the door is tracked in a new computer database that allows for the sharing of information among the staff members working with the clients. The database also allows for better reporting of why clients are coming into the office and allows for easier and quicker follow-up to the clients when needed.

BEST PRACTICE: FINANCIAL PRODUCTIVITY IMPROVEMENT

On March 1, 2002, Black Hawk College began a new process of ordering office supplies through Corporate Express (who received a 36-month contract with us commencing November 1, 2001 and terminating October 31, 2004) via E-Way, their online ordering system.

Previously, office supplies had been ordered using a cumbersome, time and personnel consuming process fraught with numerous problems including delays and mix ups in deliveries and inaccurate record keeping. After review and evaluation by the Purchasing Department and consultation with budget managers, both groups approved the program. Only two brief training sessions for each campus were necessary to familiarize the end users with the process.

Since implementing the program, the College has found that E-Way provides many cost saving, record keeping and production benefits by:

1. Increasing efficiency
2. Making the process easier for end-users
3. Eliminating the need for College personnel to drive and deliver office supplies to various sites.

- Eliminating data-entry errors
- Reducing need for returns and exchanges
- Reducing number of personnel needed to facilitate process.
- Providing budget managers the ability to regularly monitor their spending.

In addition to the above benefits to the College, this program provides the vendor with the same cost savings opportunities. This enables them to hold or reduce their expenses which allows them to hold or reduce their costs to the College.

The success of this program is borne out by testimonials from end-user/budget managers. The following two are indicators of the acceptance of and high regard for the program:

"Thank you. This will be a value-added process. The part that really caught my eye was that budget managers would have a more knowledge of the costs of items being ordered and charged to their accounts." And, *"For anyone who hasn't yet ordered on-line, I'd like to tell them that it is much easier and less time-consuming than the old-way. Just the click of a few buttons, send, print and you're done. I just love it!"*

This has been a very positive step to simplify a process that had previously been time consuming and difficult to manage and control.

CITY COLLEGES OF CHICAGO

Richard J. Daley College

Academic Best Practices – Students, faculty, and alumnus in Government

Students
2001-2002 Outstanding Small Delegation Award
Model Illinois Government competition

The Model Illinois Government competition invites colleges and universities from across the State. The program includes legislative and budget simulations, and a moot court competition. Students are assigned roles routinely associated with governance, including legislators, lobbyists, attorneys, judges, journalist, and party members. Program activities take place in chambers and hearing rooms of the State capitol. Student delegates and their advisors are judged throughout the days of the competition. In addition to the award bestowed upon the whole of the Daley College student delegation, individual delegates were honored with a variety of awards and elections to program leadership positions.

Faculty
2001 Illinois Professor of the Year
Carnegie Foundation for the Advancement of Teaching
Council for the Advancement and Support of Education

Professor Mixon transforms political science at Daley College from a learning experience to a lived experience. Professor Mixon advises both the College's Political Science Club and Model Illinois Government delegation. With guidance, inspiration and motivation from Professor Mixon, political science students participate in the simulated state government as an elected legislator would participate authentically. Professor Mixon's success as the advisor is evident in the Outstanding Small Delegation awards bestowed upon Daley College students over multiple years. Other of Professor Mixon's achievements during three years as a full-time faculty member include mentoring future political science teachers and developing a visiting speaker series, "Beyond the Soundbytes."

Alumnus
2001-2002 Outstanding Alumnus
American Association of Community Colleges

Nearly a quarter-century ago, Bola Tinubu entered the community college that would become known as Richard J. Daley College. After a successful career in accounting and financial affairs, Tinubu entered Nigerian politics. Achievements as a leader and humanitarian have highlighted Tinubu's civic career. Now, Tinubu presides as Governor in the state of Lagos, Nigeria. During a recent visit to Chicago, Governor Tinubu visited the College's campus. Meeting with faculty and staff, Tinubu conveyed the importance of his community college education. Tinubu specified the vital role of vocational education and skills training for the infrastructure and economic development of Nigeria.

Administrative Best Practices – Reorganization of the New Learning Academy

New Learning Academy

Daley College restructured its College Prep Academy into the New Learning Academy. The New Learning Academy conducts college-preparatory instruction for students whose test scores do not qualify them for placement in regular credit courses. Through college-skills training and remedial instruction in reading, writing and mathematics, the Academy prepares students for regular credit courses and aims to increase their retention.

Reorganization Highlights

- New Learning Academy governance committees were established. Members for each committee were selected and approved by the Vice President. Listings of the committees and their responsibilities were developed.
- Lead faculty for Reading, Writing, and Math were selected and approved. The method of instruction was adopted from the award-winning Keystone Project.
- The location for New Learning Academy registration was moved from the Continuing Education departmental office to a room near the testing department. Immediately after the administration of placement tests, low-scoring students received New Learning Academy advising and registration services.
- Marketing activities included creations of a new brochure for distribution at registration and a student-mailing database.
- A Faculty Resource room was established. Since most Academy instructors are part-time, the lead faculty thought it necessary to have a location for adjunct faculty mailboxes and teaching resources. The room accommodates faculty meetings and conferences with students.
- Block scheduling for remedial instruction begins with the Fall 2002 semester.
- Technology acquisitions include a software license for reading instruction, an additional server, and a dedicated student laboratory space. All reading classes are anticipated to implement a standardized lecture/laboratory format by Fall 2002.
- Data collection and distribution efforts included student evaluations of Academy courses, a directory of Academy instructors, instructor availability forms for efficient Academy course scheduling, and substitution forms for accurate payroll data.
- In-service training for Academy teachers began in the summer 2001. The training included hands-on experience with the reading software program. All teachers received a stipend for the two-day training project. Highlights of the in-service training included:
  - Textbook information for Reading and Writing courses
  - Resources for teaching Critical Thinking courses
  - Discussion of a new teacher evaluation process
  - Discussion of the reading labs upgrade and plan for Block Scheduling
- A representative form Julex Learning Company monitored the progress of the instructors over the Fall semester.
- Assessment of Academy textbook choices commenced during Spring 2002. Assessments included pre- and post-tests of students in Academy reading and writing courses.

Kennedy-King College

Best Practice:

Financial Productivity

Kennedy-King has continued to utilize partnerships to minimize the costs to the college of support services, equipment and other needs critical to student success in a number of programs. Partnership agreements with selected agencies have been formalized to the extent that their continued collaboration with the College in training and removing barriers to employment is assured. Such partnership arrangements provide a range of assistance to students that are essential for them to pursue training. The Community Assistance Programs (CAPs), which offers employability and job assistance training, is now in its second year of functioning on-site at both the main campus and the Dawson Technical Institute location. An almost seamless system of referral of residents to College short-term training has been developed. CAPs provide support systems students need to overcome barriers to completion of training and securing a job, while the College can focus on and limit its financial burden to the cost of providing quality training.

The automotive technology program continues the partnership with Chicago Youth and Adult Training Center (CYATC) which also includes participation by Ford Motor Company and the area Ford and Lincoln dealers. This program trains at-risk youth to work as light maintenance technicians at Ford and Lincoln dealerships. Partnerships like the above, will continue to improve productivity, cost effectiveness, and accountability at Kennedy-King College (KKC). As reported previously, the partners provide equipment for the program, life skills training and placement for students at no cost to the College. These are all essential to the success of a training program serving at-risk youth.

Canon Business Solutions partners with the College to offer a Digital Technical Training Course on state-of –the art equipment. Graphic students are trained on the latest equipment for 16 semesters once a year. Canon provides the equipment, which would cost the College $125,000. Because the equipment is loaned by Canon, students are always trained on the latest equipment. It would be cost prohibitive for the College to continually update equipment as frequently as necessary to give students exposure to current technology.

Academic

This year's best practice program is The Culinary and Hospitality Showcase Dinner. This 9 month long program is selected as an example of how Education and Industry can work together to improve relations that benefit both.

The Dinner is the highlight of an important initiative that recognizes outstanding contributors to Chicago's culinary and hospitality scene while presenting an opportunity to develop and showcase the talents of the city's culinary and hospitality students and raise scholarship money. This year's event celebrated French Cuisine in Chicago and involved The Renaissance Hotel, Ambria Restaurant, Bistro 110, Les Nomades Restaurant, Eurest Dining Services, Sodexho, USA, Grand Hyatt , and Callahan Catering. Other partners in this program are The Illinois Restaurant Association Education Foundation and C-CAP.

100 City College students participated in: 1) demonstrations and on site hands on practice and job

shadowing at the above operations; 2) resume and interview technique seminars given by the human resources departments of Eurest and Sodexho; and 3) a practice dinner in preparation for the main event working with the chefs and managers of this year's honorees. 75 students submitted approved resumes that were presented in the program in disc form.
A total of 185 students from eleven Chicago Public School's culinary programs participated in at least one of several training programs and job shadowing opportunities in preparation for and the actual service of the Showcase Dinner.

- 80 of the above students served the guest at the Grand Hyatt Hotel.
- 100 job shadowed through the Illinois Restaurant Association
- 73 participated in the rehearsal dinner
- 106 participated in table service training at Callahan Catering
- 40 participated in table service training at Gallery 37
- 36 participated in the interview and resume writing workshop
- 95 students submitted approved resumes that were put on disc and included in the event program booklet
- 61 students participated in at least 4 components including the dinner itself.
- 450 industry representatives attended the Showcase Dinner and $88,000.00 was raised to support the culinary scholarship foundation.
- 13 students received scholarships.

Kennedy King College's Washburne Culinary Institute, City College's French Pastry School and Harold Washington's Hospitality Program partnered with the Chicago Public Schools to show their continuing commitment to develop qualified employees for Chicago's growing hospitality industry through career exploration, development programs, scholarship and image enhancement.

Malcolm X College

Best Practice – Administrative

Malcolm X College turned a financial aid default rate of 44.4 percent in FY 1989 to a zero percent in both FY 1999 and FY 2000. The tremendous achievement is a result of many efforts made by the administration and staff.

Since the college faced a high default rate, Malcolm X College has taken actions to implement a series of default management strategies. The first step was to organize a college-wide Default Management Team consisting of various constituents of the college. This team explored the causes of the high default rate and then developed solutions through input from literature, other similar colleges, the Illinois Community College Board, and Illinois Student Assistance Commission among others. The following is a list of default management strategies taken, resulting in a zero default rate eventually:

1. **Challenge the accuracy of data**. Through the efforts of staff and faulty, the inaccurate data used in determining default rates was consistently discovered. Annual appeals led to dramatic rate corrections. The rate for FY 1991 alone was changed from 36.9 to 14.4 based upon appeal

efforts.

2. **Eliminate automatic loan packaging and expand counseling services**. The feedback from many students in default situations was "I didn't know I had to pay it back". To eliminate this problem, the Financial Aid Office required the students to affirm their desire to borrow and document their understanding of the rights, responsibilities, and consequences attached to the process. The office also reviewed each loan request thoroughly and required the students to do Entrance and Exit Counseling prior to and at each disbursement in addition to the federally mandated counseling and testing.
3. **Provide support services aimed at increasing graduation and transfer rates**. The Academic Support Center and Advising and Transfer Center provided all kinds of services in tutoring and college transfer to encourage students to achieve academic success and program completion. These centers tracked and monitored the student usage of their services and administered surveys to determine the student perceived benefits. In addition, the centers made outreach efforts to encourage students to take advantage of the services. According to the IPEDS data based upon the 1997 first-time full-time degree/certificate student cohort, Malcolm X College has been listed among the top 20 urban community colleges nationally in terms of the completion rate. The increased success and completion rate helped reduce the financial aid default rate.
4. **Provide job placement assistance**. One of the high risk factors for default was lack of employment. To minimize the factor, the college referred potential graduates to the college's Career Development and Job Placement Center during the exit counseling process. The advisors at the center facilitated a career selection and counseling process. Also, the center provided directories, occupational journals, a comprehensive career video collection, career information software, audio-visual resume writing, interview simulations, and employment projection software to students. The center developed an extensive network of potential employers and sponsored on campus annual job fairs.
5. The district office of the City Colleges of Chicago also supported the default management efforts such as providing post-exit borrower tracking.

All strategies worked together to accomplish the goal of reducing and eliminating the financial aid default rate at Malcolm X College.

Best Practice - Academic

Malcolm X College received the Service Learning Grant from the American Association of Community Colleges Broadening Horizons through Service Learning Program for its second year. This grant is to assist Malcolm X College in incorporating the Service Learning component into the classroom instruction in order to prepare our students with citizenship responsibilities as well as knowledge and skills to serve the communities and the society.

The project sets two primary goals:

Goal 1: Promote faculty development in curriculum-based service learning.
Goal 2: Institutionalize a service learning program across the curriculum.

The following objectives are set:

Institutional Objective: Faculty will develop an integrated Service Learning course in each of the following disciplines: health science, political science, sociology, and counseling.

Student Objective: At least 20 students in at least two different disciplines will conduct Service Learning projects during the academic year.

Community Objective: At least five Service Learning sites will be secured to meet the service learning needs of students.

Under the leadership of Dr. Valerie Perkins, Vice President of Academic Affairs, and directorship of Cecile Regner, Dean of Arts and Science, Malcolm X College fulfilled the goal and objectives primarily as follows:

Seven faculty members developed the Service Learning component in their curriculum and set the service learning project requirements in their courses. A total of 60 Malcolm X College students participated in the projects and provided approximately 750 hours of direct community services. Approximately 150 children and adults were directly served. And, 13 community organizations, schools, and business accepted service learning students.

"It's Your Serve" service learning information was included in the Freshman Prep materials. The Assistant Dean of Student Development and the Assistant Dean of Continuing Education have been involved in the project to disseminate the service learning information to the credit and non-credit students.

Olive-Harvey College

Description of a student services "best practice" at Olive-Harvey College

Olive-Harvey College's choice of a student-focused "best practice" is its establishment of a One-Stop Student Services Support Center. This Center clearly supports Goal 6 of *The Illinois Commitment*: **Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.** The Center also supports the goals and recommendations of IBHE's reports *Success for Today's Students* and *Gateway to Success: Rethinking Access and Diversity for a New Century*, by making the student support effort at Olive-Harvey College more efficient and effective.

Prior to the inauguration of the One-Stop Student Services Support Center, Olive-Harvey College's student services existed as disparate entities, separated by physical space, different hours of operation, distinct lines of accountability, and at times, contrasting goals. Students were easily discouraged by a system of numerous parts with no defining whole.

This problem has been alleviated with the creation of the One-Stop Center. All student service departments are now housed in a centrally located, easily accessed area of Olive-Harvey College's main campus building. This includes Recruitment (College Excel and College Bridge), Admissions, Testing, Registration, Advising, Financial Aid, the Office of Disability Advocacy Services, the Career Center, and

the Transfer Center. All new students, whether interested in college courses, continuing education, or adult education, enter at the same "point" and are guided to the appropriate resources/offices from there. The administrators overseeing these services are also located in the One-Stop Center.

Description of an administrative "best practice" at Olive-Harvey College

Olive-Harvey College's choice for an administrative "best practice" in Fiscal Year 2002 is the implementation of a formal e-mail policy. E-mail is now designated as the internal communication method of choice at Olive-Harvey College. This practice clearly supports Goal 6 of *The Illinois Commitment*: **Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.**

Though the decision to make e-mail the primary internal communication method at Olive-Harvey College may appear simplistic on its surface, it has had a significant and positive effect on information flow, the supplies budget, and employees' acceptance of new technologies.

- Communication within the College has been enhanced by the speed and reliability of e-mail. Broadcast messages reach the entire workforce in minutes rather than days.

- Paper usage has eased, as "paperless" communication becomes the norm. Prior to the designation of e-mail as Olive-Harvey College's primary communication method, administrative offices were using a ream of paper each time a simple notice was sent out.

- For some longer-term employees, the move to e-mail was daunting. However, as these employees experience the ease and convenience of this technical skill, they are less apprehensive about acquiring other new technological proficiencies.

Harry S Truman College

Harry S Truman College
Best Practice in Achieving
The Illinois Commitment Goals
2001-2002

Developing Data Driven Processes

A college wide initiative in 2001-2002 addressed the development of a variety of centralized databases and processes that use those databases in real time through the Internet. A variety of key business processes were identified and cross-departmental teams were formed to work with the Truman webmaster to create and populate the databases, build the interfaces, and train users. Examples include:

- Employee vehicle registration
- Room scheduling for all classes and events
- Production of class schedules both online and in printed form
- Searchable directory of all faculty and staff available on our website
- Online submission of work orders for equipment and facility repair and maintenance
- Announcements of events online and on scrolling televisions throughout the building which can be utilized by all faculty and staff
- Presentation of faculty and staff profiles, office hours and contact information updated by the faculty and staff as needed
- Online news services featuring events, faculty and staff accomplishments, student success stories and community events
- Student referral database and online self-service tools
- Waiting list for students seeking classes and schedule planning tools
- SWOT database for strategic plan allowing for college wide participation
- Tactical plan database

Impact: Now, most of the everyday operations of the College can be carried out using online tools. This has greatly facilitated the participation of all faculty and staff in the operations of the College. In particular, a much larger number of Truman personnel are engaged in and participate in, or at least have access to, the Strategic Planning and Tactical Planning processes. Equally important, faculty and staff are beginning to recognize the crucial role data plays in streamlining processes and decision making.

Harold Washington College

BEST PRACTICES

Harold Washington College has developed strong linkages with the Chicago Public Schools, city government agencies, and industry leaders and has developed activities that bring these entities together under circumstances that showcase our students and our college. These activities add to the economic development of the city, and illustrate the strengths of the community college and contribute to the "best practices" of the college.

Academic

Harold Washington College has established the Public Passenger Vehicle Institute (PPV). This institute consists of training all applicants for a public chauffeur license. In accordance with the Municipal Code of Chicago and the Department of Consumer Services Rules and Regulations for Public Chauffeurs, all applicants for a public chauffeur license or restricted public chauffeur license or individuals and owners of medallions must complete a respective mandatory training course. Harold Washington College offers:

- two week course for all students enrolled in Public Passenger Vehicle Program.
- one day courses in customer courtesy and defensive driving as recommended through the Department of Consumer Services.
- one day medallion owner's course.
- two day language enhancement course to prepare second language learners for the two week course if placement tests indicate a need for the course.

Public chauffeurs are qualified to operate medical carriers, charter vehicles, liveries and taxicabs. Recently, Harold Washington College expanded the Public Passenger Vehicle Institute to serve the Taxi Drivers of Chicago. An expanded training curriculum was developed to better prepare all Taxi drivers. The training schedule consists of a 2-week training, a language enhancement workshop and a geography tour of the City of Chicago. Students registering for the 2-week training program must:

- take a language enhancement proficiency examination
- attend twelve days of class consecutively
- take two bus tours of the city

This year the Public Passenger Vehicle program served 5,488 students.

Administrative

During fiscal year 2002, Harold Washington College assessed the Counseling Services as part of a City Colleges of Chicago Quality Review. The student need for information, program planning, and integrated advising was great. However, due to the fact that the college's counselors only served those students in college credit transfer and occupational programs, it was apparent that much of the student population was not being served in a like manner. Counselors did not serve students in the pre-credit, skills and ABE/GED programs, and did not work summers or during semester breaks without additional pay. Counselors worked 25 hours per week for 36 weeks per year. Since the college has programs that run all year long,

it was determined that the current structure was not meeting students' needs.

College Advisors are available to help clarify the College's degree requirements, to help students identify potential majors and special academic programs, and to help students with other academic concerns. The advisors will assess students' interests and abilities based on placement test scores and interest inventories. Through regular contact with students whether face-to-face, via e-mail, or on the telephone, advisors will gain meaningful insights into students' academic needs. Advisors will use these insights to help students become a part of the academic community, develop sound academic and career goals, and ultimately be successful learners.

Academic advising for the college will be more than simply registering students for classes. It will be a shared relationship between the student and the advisor as an essential part of each student's community college experience. The student must actively participate in order for advising to work effectively. Advisors will work with students to develop individualized plans, thereby enabling students to progress through subsequent semesters as independently as possible

Because of the nature of academic advising, advisors often develop a broad vision of the institution. Advisors can therefore play an important interpretive role with administrators, faculty, and staff, helping them further understand students' academic needs. Effective advising requires a broad-based, or holistic, approach to working with students. College Advisors will develop crucial ties with others who assist students in diverse areas, such as admissions, orientation, financial aid, course selection and satisfaction of academic requirements, special physical and educational needs

In addition, some advisors have specializations in addictions counseling, domestic abuse counseling, and second language learning. All College Advisors are trained to use the resources manual compiled to refer students to appropriate health and social service agencies in necessary.

College Advisors are responsible for helping students integrate into the college system, and for helping students make well-informed academic decisions so students will be able to independently select course for their specific degree requirements in the future and successfully complete their educational goals.

Wilbur Wright College

BEST PRACTICES

In support of goals five and six of ***The Illinois Commitment*** Wright College submits the following programs as being the best illustrations of its commitment to 1.) Providing its very diverse student body with a high quality "college" experience and 2.) Improve productivity, cost-effectiveness, and accountability.

Exemplary Institutional Practice in Student Services—Student Clubs as Change Agents within the College

Three of Wright College's student clubs do more than provide a forum for students with common interests

to share ideas and experiences. These three, the Theta Omega chapter of Phi Theta Kappa, Future Teachers of America, and the Society of Hispanic Professional Engineers (SHPE), often serve to advance Wright College's mission in the community and to provide the "student" perspective on a variety issues that impact College operations. Because there is overlap among the membership in the organizations, they often join forces on ventures that are more global in nature. This year's **Exemplary Institutional Practice in Students Services** highlights one of those collaborations.

Wright College will host the Illinois Regional Phi Theta Kappa Convention in November of 2002. The College and its Theta Omega Chapter expect more that 500 students from across the Midwest to be in attendance. Work to organize and publicize the event is well underway. Events scheduled include general sessions with keynote speakers, educational forum and roundtable discussions, a health fair, a college fair, and carnival. Each of these events is being organized by the students. The involvement of faculty advisors and administrative support is minimal. Future Teachers have taken responsibility for the college fair and will be supplying student volunteers for a number of events at the Convention; SHPE is developing a digital display to be used for publicize events during the Convention and is also supplying student volunteers to assist with various activities; Theta Omega, itself, is handling all fund raising activities [no College funds are being spent on the convention] plus coordinating the overall event.

Other activities undertaken by these three clubs include serving as focus group leaders when the College sought community and student input on its new class schedule publication, providing tutoring to students at an area elementary school, and sponsoring seminars regarding bi-lingual education.

Best Practice of an Administrative Nature—Reorganization of Adult Education to Serve Students in a More Cost-Effective Manner

During FY 2002 Wright College closed its South Campus and consolidated all services previously offered at that site on its North and Humboldt Park Campuses. The collaboration necessary to manage this move successfully offered both the opportunity and an impetus for examining new ways of managing, scheduling, and providing quality programs for a very significant population of Wright College students. Two services were substantially revised in FY 2002 and plans to consolidate more services are underway for next year. Perhaps the most important project undertaken this year was a change in the way the evaluation of instructors in the adult education program was conducted. The union contract under which these employees work had no provision for peer evaluation of classes and the College had not had the funds necessary to hire adult education managers who were administrative employees rather than faculty employees. All classroom observations were left up to a single dean. Consequently, classroom observation of instruction usually occurred only when a problem had arisen, a situation which gave faculty no opportunity for constructive, let alone congratulatory, feedback on classroom teaching. Through a series of cost saving measures the College was able to hire an assistant dean and two adult education managers [the title is a job classification] and has begun to develop a more formal and constructive evaluation process.

The move to two campuses that were already busy with classes and programs brought about the opportunity make better use of College space. For the first time, Wright College is now a seven-day a week operation. Adult Education began scheduling classes on Sundays in Fall 2001. From the outset these

classes have filled consistently. Most students served through Adult Basic Skills, GED preparation and ESL classes are working adults and Sunday afternoons as well as Saturdays and evening have proven to be popular times for them to attend classes.

The work to revise faculty evaluation for adult educators and to add the Sunday classes enabled the Adult Education Division to improve the quality of instruction and to make the best use of the space assigned to it in an already crowded facility.

DANVILLE AREA COMMUNITY COLLEGE

BEST PRACTICE I

Instructional Practice

In the Fall of 1999 Danville Area Community College piloted a course called *Success in College* for first time college students, and also returning students who had not been in college for several years. Faculty, over the past several years, had recognized that students were not always prepared for the college life presented at DACC. There were misunderstandings concerning the schedules, lack of understanding concerning the importance of the first week of classes, not knowing how to get help later in the semester when a student might be having problems, not understanding the time involved with a 3-credit hour course, and the list went on. As a group, the faculty and staff members felt a course to help prepare a student for college life could greatly increase the students' successes and also retention, thereby helping the college as well.

First time students, or returning students, have been targeted for the program. This involves the recent high school graduate and those students returning for retraining, or a career change. However, we have also felt the program can impact borderline students, and help them succeed as well. Therefore, students on academic and financial aid probation have been channeled into the course, providing them with a means for remediation as they continue in their college careers.

We have been tracking the retention of the Success in College students since the program started. Due to the program being relatively new, we do not have a great many statistics. However, what we do have supports the fact that a program of this type does lead to a higher rate of retention in the college community. Our evaluations have helped us modify the program so that it is an ever changing format meeting the needs of our students. Student comments, later in the semester, have been positive and supportive of this course, and provide the team with much needed support also.

BEST PRACTICE II

Administrative Productivity Improvement

Assessment has been a top priority at Danville Area Community College for the past three years. This renewed commitment has been fueled by increased attention paid by federal and state agencies and governing bodies on the issue of institutional accountability at the college and university level. The Illinois Board of Higher Education even has gone as far as to place it as a top goal in its newly devised strategic plan. Recently DACC has composed a response to the Higher Learning Commission/NCA outlining the progress it has made in the area of assessment. This progress report serves as an excellent example of an institutional as well as administrative best practice for DACC. This initiative directly impacts Goal 5 of the Illinois Commitment: *"Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning."*

In its report, the NCA evaluation team cites that the College collects a "great deal of data", but has had a difficult time organizing the data, disseminating it to all stakeholders and finally using the data to facilitate key decision-making processes. In 1999, DACC's faculty was relatively unaware that the College had an institutional assessment plan. The primary reason for this "lack of knowing" about assessment was that no particular division or department at the College directed the initiatives of the Plan or warehoused the information that its many components generated. As a result, the Plan has become the primary responsibility of the Office of Instruction, with the Vice President for Instruction overseeing its major activities and ensuring that "the knowledge of assessment, and commitment to the process" permeates the institution.

Working with the Office of Instruction, the Office of Institutional Research and Outcomes Assessment now has the responsibility for maintaining the Assessment Plan and directing the reporting efforts as well as facilitating the Assessment Committee. This office also coordinates efforts with all academic divisions on how to use the data to improve learning and guide decision-making.

The Office of Institutional Research and Outcomes Assessment also provides oversight to the Assessment Center. Formerly supervised by the student services division, this facility provides placement testing, exam proctoring, testing for online courses and exit testing services to the students of DACC. This reorganization allows DACC to continue to streamline the assessment processes at the College and provide a centralized mission for tracking, analyzing and documenting student academic achievement.

Major actions since the reorganization:

- **Assessment Calendar** – The first major initiative in the area of assessment came in the form of a planning document or calendar. The purpose for this calendar was three-fold: (1) consolidate many Outcome Measures/Assessments of the institution as to make these measures more manageable and useful to all college stakeholders; (2) identify timetables for both data collection and data reporting as to correspond with similar institutional assessments. *The faculty requested this functional change to the Plan so that dates for collection and reporting of data for relevant college assessments could be identified and the results could be used to update curriculum, programs and course offerings.* (3) Create a framework for the integration of the College's key operational processes (ie. CQI, planning, budgeting and assessment). A committee made up of the Vice President of Instruction, Vice President of Student Services and Basic Skills, Director of Institutional Research and Outcomes Assessment and Director of Marketing and College Relations developed the Assessment Calendar.

- **Assessment Committee formation** - As a result of the development of the Assessment Calendar, key outcomes assessment processes were identified that warranted further discussion and institutional support. Implemented from the framework of the College's Continuous Quality Improvement system, the Assessment Committee became a subcommittee of the CQI Academic Affairs team. The Assessment Committee is made up of the following DACC staff:

- two faculty members from each of the three academic division,
- one member from the nursing faculty
- two members from the Student Services division,
- two members of the Basic Skills division,

- one member of the library
- two of the three division deans (two-year rotation with all four academic deans serving a term),
- two members of the Administrative Council,
- two students.

- **Development of the annual Review of Academic Programs (RAP) process.**
  The RAP will be done annually, in February, and will review effectiveness of each academic program. In this review two primary tasks will be completed . First, each program will conduct an internal assessment and evaluation of the Program Assessment Plans. Second, each academic division will track the progress of their programs by collecting data that correspond with the Seven Core Indicators of Effectiveness. The revised assessment plans and the program reviews will be submitted to the Director of Institutional Research and will be included in the annual Assessment Report documentation. Additionally, the annual assessment report will be shared with all stakeholders at the College (via the CQI process) and along with the Assessment Plan will be the report the institution will use when engaged in planning and budget activities.

COLLEGE OF DUPAGE

College of DuPage Instructional Best Practice

The Office Essentials Certificate was developed through the combined efforts of the local Illinois Employment and Training Center (IETC) and the Office Technology faculty of the Business and Services Division. Due to the economic downturn, area residents were in need of quality short-term training in computer-based office skills in order to return to work as quickly as possible. The college's Office Technology program was known for its high quality curriculum but all available certificates and degrees required one to two years to complete. Within a few weeks, the faculty developed a new certificate delivered in an intensive format to permit a student cohort to complete 22 credits of coursework in just 11 weeks. As a further refinement, the certificate includes two additional credits of internship experience to help the students gain real work experience. Throughout the development of the certificate, recruitment of students and the piloting of the program, the college kept in close contact with the IETC staff and local employers on the program advisory board to ensure that the new certificate met the skill and scheduling needs of the targeted clients.

The program, piloted in Spring 2002, has the following key features:

- The college-level courses are offered in a unique schedule beginning with two five- week blocks. The eleventh week consists of five daylong professional development sessions. In addition to providing career-track information, these professional development sessions assist students in the expansion of resume-writing and interviewing skills. This shorter but more intensive schedule permits students to exit with courses completed if they achieve earlier re-employment.
- Courses are offered in key computer applications, office skills, business correspondence and professional development.
- Participating faculty work as a team, eliminating redundancies in course content, conferring on student progress and developing assignments that integrate skills.
- Daily schedules are family-friendly—permitting students to attend during the K-12 school hours—with built-in required lab hours to accelerate skill attainment.
- Structured required "club" hours deliberately build the supportive community important to retaining students who have experienced the trauma of unemployment and the attendant stress of financial pressure.
- The program offers special events to connect the students to college services such as career-skill assessment, job placement, and counseling.
- The internship experience helps students practice their new skills in real office settings, builds their resumes, and connects them to area employers.
- All credits earned in the Office Essentials certificate are transferable to the more extensive certificates and degrees offered by the Office Technology program, thus permitting and encouraging students to continue to advance their skills.

The Office Essentials certificate has been a model for how the College can structure its offerings to meet the employment needs of some of its most vulnerable citizens while at the same time addressing the scheduling and financial pressures that often prevent this same group from taking advantage of the currently available programs.

College of DuPage Administrative Best Practice

This past year, College OfDuPage has implemented a Continuous Improvement Program. The purpose of implementing the continuous improvement concept is to create a culture at the college where high performance teams are characterized by quick accomplishment of their stated objectives and a high level of satisfaction among team members is achieved. Consultants were retained to train college staff members in the use of the continuous improvement process and continuous improvement tools.

The continuous improvement process at College of DuPage requires the college to identify purposes and goals, plan activities, implement planning, assess results of implementation with measurable outcomes, and incorporate and integrate indicated modifications where appropriate throughout the institution.

The college uses reporting documents to ensure standardization and efficient communication. The process begins with an Opportunity Statement, which includes an opportunity statement, rationale, identification of relevant improvement criteria (reflecting the nine criteria for AQIP accreditation), anticipated benefits, and primary stakeholders. When approved the Opportunity Statement is used to develop a Team Charter which defines the team charge, team members, anticipated benefits, and timeline. After the team has identified the steps involved in analyzing the process, a Team Action Plan is developed. Following execution of the Team Action Plan, a Team Recommendation is developed. Subject to Cabinet approval of the Team Recommendation, an Implementation Schedule is developed. After the project has been implemented a Process Assessment is completed to determine if the objectives have been met and what additional steps should be taken.

To date the college has chartered 22 Opportunity Teams. They include three Academic Quality Improvement Project (AQIP) teams: *Improve Students' Skills in Developmental Reading, Writing, and Mathematics; Improve Students Advising*; and *Improve Effectiveness of Partnerships with Area High Schools.* Additionally, there are 19 Cross Functional Teams representing a broad spectrum of opportunity priorities including: *Cost/benefits of an Alternative Calendar; Dissemination of Class Schedule Information; Financial Aid Application Review Process; Late Applicant Admissions Process; Alternative Learning; Information Literacy (Internet) Instruction; Evaluation of Part-time Faculty; Allied Health Career Exploration Team; College Safety Plan; Federally Mandated Data Dissemination; Food Services; Great Workplace; Hiring Process; Administrative System Review; Electronic Card Strategy; Information Technology Help Desk Process; Document Management/Printing Strategies; WBCV TV;* and *Administrative Program Review.* As the college becomes increasingly expert in the use of continuous improvement, institutional performance should become more effective and productive.

ELGIN COMMUNITY COLLEGE

Examples of Best Practice

Instructional Practice or Student Service - Using Stakeholder Input to Develop High Need Short term Programs and Internet Services

In 2000, the college conducted a community survey, the first in fourteen years. Developed by staff and finalized and implemented by an external firm, two major initiatives were identified by residents in the survey. These included more short-term offerings and more service transactions on the Internet. From that one survey has come a comprehensive system of input from key stakeholder groups, becoming part of the instructional development process.

The college had 38 basic vocational specialist certificates in FY 2000 and has since developed 26 additional programs, for a total of 64 today. In 2000-2001, short-term certificates, variable entry classes, and late start offerings were packaged together in promotions for college credit course schedules. In 2002, the instructional staff identified eight career fields offering 10 BVS certificates designed to be completed in one semester or less. These offering were packaged in a promotion in class schedules to complement the existing late start/short term promotion. Of the 136 career/technical degrees and certificates offered by the college today, 36 have been developed since 2000.

While the packaging of short-term certificates was evolving, student services staff began the process of identifying critical technology-based and/or web transactions. While individuals can browse the college web site for items such as the course catalog and college calendars, few interactive services were available in FY 2000. An enhanced touch-tone phone registration system was launched in 2001, which included an electronic payment option for the first time. In spring 2002, web registration and Phase I of degree audit were launched. BVS certificates are now automatically awarded to students when requirements are completed. Completions increased from an average of 225 to just over 600 by automating this process. Most BVS certificates are part of a career ladder to vocational specialist and/or applied science degrees and the new degree audit system will hopefully motivate more students to continue.

By 2004, staff expects the following services to be available to students and residents:

Real time forms

- Online information request (student inquiry); Financial aid application; Scholarship application; Admission applications (college, health, international); Student employment applications (ccjobnet/on campus employment); Project Step Application; Graduation application

Web services

- Grades; Order transcripts; Degree audit; Academic Advising; Transcript requests/viewing; View/print a student class schedule; Insurance verification requests; Ticket purchases/reservations; Faculty/student bulletin board/chat room; Payment

The linking of direct input from key stakeholders to program and service development has led the college to design and implement seven other input initiatives. These include:

- Graduate survey, (annual).
- Employer survey tied to ICCB program review, (annual).
- Student Survey, (annual).
- Employee Survey, (annual)
- Quick surveys, (as needed). Specific initiatives include a beginning student survey with a focus on access to technology (Nov 2002) and employers for personal visits (fall 2002).
- Student and customer evaluation tools, including existing student evaluations for credit programs, refining the evaluation instrument for non-credit courses, and new instruments for both custom business training customers and for companies which rent college facilities.
- Focus Groups to complement the work of career advisory committees, including manufacturing (fall 2002) and health professions (spring 2003).

Automating and internalizing the design, distribution, and analysis of college surveys were critical to the ability to cost effectively implement the input program. Hardware and software were purchased in the fall of 2001 and the position of Director of Institutional Research was reestablished and filled in May 2002. Input is critical to allocating college resources and ECC has found an effective way to help focus those resources.

Administrative or Financial Productivity Improvement -
Implementing a Continuous Improvement Process Institution-wide

What started as an objective of ECC President Michael S. Shirley in 1999 to implement a continuous improvement (CI) project at the college has evolved into a major employee training and process management initiative which will permanently change the way ECC does business.

The college examined the North Central Association's Academic Quality Improvement Program (AQIP) process in 1999-2000, but in the absence of a formal AQIP self assessment tool at the time, the college turned its attention to the Illinois Lincoln Award quality program which is modeled after the Baldridge Award. Two staff members were sent for training as Lincoln examiners and representatives from the Lincoln Award group were brought on campus for a presentation first for the president's cabinet and then the entire administrative team.

The examination of AQIP continued, and in spring of 2001 the final president's cabinet review of the AQIP criteria was completed. The cabinet felt that the AQIP process, instead of Lincoln, better fit the academic setting as well as the college's eight existing integrated planning processes. College of DuPage was selected as a peer institution, and COD representatives met with the cabinet during the summer and with faculty on opening day in August 2001.

In the fall of 2001, AQIP was introduced to the college planning committee. The Trailblazer self-assessment tool available from the Continuous Quality Improvement Network (CQIN) was chosen and a cross-functional team of employees was appointed to complete the self-assessment. Under the leadership of an outside facilitator, the team spent a full day reviewing and discussing the present status of the college against the CQIN criteria. Two follow up meetings were held to confirm ECC's opportunities for improvement and to specify three "vital few" issues. These "vital few" included: the creation of a working

environment that promotes shared values, diversity, innovation, and professional development; the creation of data-driven standards and measures to improve decision making; and the increase of internal stakeholder input in college planning processes.

During the regular master planning process in October through December 2001, the implementation of AQIP became one of 13 proposed planning objectives for 2002 - 2004. All 13 were given to every employee for reaction and ranking. AQIP became one of the top 3 ranked by staff for priority. Eleven planning objectives were finalized in January and shared with staff. In addition to AQIP, funding and retention completed the top three objectives ranked by staff.

The CQIN self-assessment was written and submitted to examiners for review in February. Results were received in May 2002 and shared with the College Planning Committee. During the time the CQIN self-assessment was being reviewed, the AQIP application was written.

The need for training of staff in continuous improvement principles became obvious during the self-assessment process. The initial trailblazer team was expanded to include more support staff and faculty members. This larger group trained for two days in late May, which became the launching pad for two decisions: the first was to invest $45,000 in training for staff in 2002-2003; the second was to delay submission of the AQIP application prepared in May until 2003 when CI training is completed.

The Board of Trustees approved the CI training contract in July 2002. The first sessions will be held with the entire administrative team August 8, 2002. The process will be shared with all employees as part of opening day activities August 15, 2002 and with the college planning committee in September.

In addition to training, the college will launch a major initiative focusing on employee input and communication through the college planning committee. Cross-functional teams will be formed by October to address the following three issues: Design of an employee survey to be administered in April 2003; review of all employee communication and input processes; and review of deployment of information

All of these relate to the" vital few" identified in the 2001-2002 CQIN self assessment process. Actions related to the 2002 - 2004 planning objective regarding AQIP as well as the training schedule for CI will be implemented beginning in August. Involving staff and expanding the number involved in every step of this process has been and will continue to be critical to its success.

WILLIAM RAINEY HARPER COLLEGE

BEST PRACTICE

INSTRUCTIONAL OR STUDENT SERVICE

Access and Disability Services

Access and Disability Services at Harper College serves approximately 600 disabled students each year. The program is designed to assist students in reaching their academic potential through the provision of appropriate academic support systems as well as social connections. The students involved in the programs have shown amazing academic success and semester completion rates, about 85% maintain 2.0 GPA or above and course completion rates are around 90% (credits earned vs. attempted)

One of the challenges to many support programs is the reliance on grant funds. Unfortunately, Access and Disability Services at Harper College experienced a loss of more than $200,000 in grant funds in 2001-2002. The major program affected by the grant funding loss was a retention/success oriented project focused on degree-seeking students with disabilities. For many, this loss of funds might have been the end of the support program. However, instead of canceling the project, the department regrouped and reorganized efforts. Staff ingenuity as well as student support assisted in redefining the project keeping the major program components. With only $20,000 in replenished funds, the newly defined program in its first year has been able to maintain program support and has a growing student participation rate. The program was rebuilt using a variety of existing ADS staff that gave part of their time to identifying, monitoring and coaching continuing and newly recruited students. Specialized tutoring, which had previously been free, was still offered on a fee-basis. General tutoring was still available free, through the College's Tutoring Center.

At the conclusion of 2001 – 2002, the outcomes obtained by these students are a testimony to the success of the planning, dedication and support of the key staff involved. A brief summary is noted below:

32% of the students completed their education or transferred
84% of the students maintained an above 2.0 GPA and the mean GPA was 2.54
Retention rates were: Fall '00 to Fall'01 = 80% and Fall '01 to Spring '02 = 96%
Credits attempted vs. Credits earned ratio = 91% completed

Thus, a comprehensive support program was rebuilt and maintained, while retaining the original outcomes of the project. The financial needs of low-income participants were addressed through a much stronger focus on securing federal and state aid as well as working more closely with the Office of Rehabilitation Services.

The College's support of this program, from both Academic and Student Affairs, demonstrates the effectiveness of a program focused on a cohort of at-risk students and is in line with the state's goals of improving access and diversity for students in Illinois institutions of higher education.

BEST PRACTICE

ADMINISTRATIVE OR FINANCIAL PRODUCTIVITY IMPROVEMENT

Harper College Web Payment

Receiving prompt payment for services provided by the College is clearly something the College has a significant interest in achieving. Additionally, being able to do it without Herculean efforts and without having a significant portion of the payments arrive on the last possible day, allows the College to better manage its resources. The College recently made a great stride in achieving these goals with the implementation of the On-Line Web Payment application.

On-Line Web Payment was launched in summer 2002 with no formal announcement or fanfare. Results achieved documented over $600,000 in revenue in just over one semester. Integrating On-Line Web Payment directly into the On-Line Web Registration process fostered immediate payment upon registration. Consequently, students would pay off any past due balances at the same time they registered for classes. This not only allowed the College to accelerate payments from students who would normally wait until the payment due date, but also increased the amount collected, since small past due balances may have gone uncollected when processed manually and which cannot be collected via TouchTone.

An additional benefit was the decrease in the staff workload. Since so many payments were received concurrent with registration, the normal rush at the bursar's windows on the payment due date was alleviated, resulting in smaller lines for payment which in previous years stretched into nearby corridors. Additionally, the application was constructed to automatically allocate the payments to each semester in which there was a balance, something that had to be done manually when the student was paying in person. The TouchTone payment system that is in place does not allow the student to pay past due balances, so the ability to collect these with On-Line Web Payment is a definite improvement.

On-line Web Registration and Payment is a definite plus for students too. Allowing students to register when they could not come to campus resulted in better accessibility for students. Half of the students who registered on-line responded to a survey and 95% of the respondents felt that the process was good to excellent. Most telling, 85% would probably or definitely use it in the future. Comments like "I just love Harper College's on-line registration system. I can view the course descriptions the time and location and register all at the same time. This is wonderful!" and "This makes it much more easier to register for me and I will definitely use this way again for the fall semester." were typical.

On-Line Web Registration and Payment is an example of an application that can improve the cash flow, reduce administrative overhead, and improve student satisfaction. Truly a winning solution

HEARTLAND COMMUNITY COLLEGE

Best Practices: *Academic* Business Essentials Program

The Business Essentials Program was developed around the concept of a holistic learning environment supported by a community-wide approach to educational and occupational advancement.

Regional employers are finding it increasingly difficult to find qualified staff for entry and mid level positions. At the same time, segments of our population face multiple barriers to employment due to a lack in technical and life skills required for those careers offering wages and benefits that will support a family and promise opportunities for advancement. In an effort to respond creatively to the needs of the community by providing underserved individuals with access to higher education, upward mobility, and economic opportunity, the college, through partnerships with numerous community agencies and organizations, developed a strategy to provide technical and life skill training in a comprehensive sixteen- week certificate program. The program was piloted this Spring and the first class graduated on June 25th. All involved – students, staff and community partners – count the pilot as a huge success. As in any good pilot, much was learned and the program will evolve and grow in response. Important summary points of the pilot program follow.

- The program was developed as a consortium effort of community agencies and organizations. Employers played a critical role in partnering with the college to provide definition of regional skill needs and pathways to graduate employment opportunities.
- The purpose was to help economically disadvantaged community members overcome educational, social and economic barriers to employment in a supportive environment.
- It was developed to connect with the needs of regional employers that are finding it difficult to find employees who are able to think critically, communicate effectively and perform reliably.
- Business Essentials is a 17 credit hour ICCB approved certificate program taught in a closed classroom setting with students meeting from 9:00am to 2:30pm, five days per week for sixteen weeks.
- Every effort was made to integrate workplace and life skill development into curriculum and extra scheduled sessions.
- Regional employers met with and supported the students through panel discussions on workplace cultures and expectations, mock interviews, and a classroom based internship.
- A mentoring program was developed through association with the American Association of Women in Community Colleges and the American Association of University Women.
- Qualifications for entrance into the program include residency, an unemployed or underemployed status; possession of a high school diploma or GED; demonstrated financial need; and a readiness to identify and overcome barriers.
- Ten individuals were accepted into the pilot program. One student dropped from the program due to illness but the remaining nine successfully completed the program – with three making the Dean's List!
- All entered the program with the only intention of "getting a job." All completed the program with the goals of continuing their education and starting their "careers."

Best Practices - *Administrative or Financial* **Technology Support for Staff and Students**

Several areas of the college have made innovative use of technology to improve productivity and increase efficiency for students, staff and faculty.

The Instructional Service area of the college has a goal to "Continue to explore making more efficient use of technology in instruction and other daily operations." To this end, several databases have been created to more efficiently accomplish on-going tasks. These include a database for tracking the college's Perkins and Program Improvement Grants as well as a database for course textbooks. HCC has provided the campus bookstore with a computer that is specifically for access to this textbook database so they are immediately aware of textbook selections and any changes. The new database saves time spent ordering textbooks and maintains a convenient historical record of textbooks used at the college.

Computer technology has significantly improved the processing of student course evaluations. Previously, evaluations were processed on a basic ScanTron machine and the results were individually transferred by hand into a spreadsheet to generate a summary sheet for each section. This tedious process took a significant amount of time at the end of the semester when staff and faculty were already in a time-crunch. To improve the process, the college recently purchased an upgraded ScanTron machine that is interfaced with a computer. This allows the data to be saved electronically as text files. A macro has been written in Microsoft Excel that tabulates the results, saves the processed data and summary sheet, and prints out a hard copy automatically. By running a 'batch' of multiple files using the new method, hundreds of sections can now be processed in a matter of minutes instead of days. Not only does the new method reduce time spent on data entry and formatting reports, but faculty have much earlier access to student evaluation data.

In FY02, Information Technology Services (ITS) implemented a new helpdesk software system to manage client services at the college. The new automated system has improved department efficiency and quality of service to staff and faculty. Additionally, less time is spent on troubleshooting due to the reference-capable history available at both the client and organizational level.

HCC continues to upgrade and enhance the PeopleSoft administrative system that was implemented in 1999. Using the PeopleSoft system, the college is able to offer students accurate and timely information on-line. Students have real-time access to course information such as available seats, course meeting times, and locations. The "Heartland Course Catalog Online" pulls information from the PeopleSoft database and is one of the top ten most frequently visited links on the college's web page.

HIGHLAND COMMUNITY COLLEGE

Best Practice - Instructional: Leadership Development

Leadership has long been recognized as a skill, ability and a critical component in developing and sustaining strong economic development, improving learning and empowering a diverse citizenry. Highland Community College has worked in partnership with the private and public sectors to develop the leadership pool in Northwest Illinois through the development and implementation of a Leadership Institute and a High School Servant Leadership Program.

The Leadership Institute, with funding provided by a local bank, has recruited, developed and educated over 250 citizens to be influential leaders in Stephenson County. The Institute has successfully offered a six credit hour class that runs for nine months that teaches participants all facets of public and private discourse, dialog and action related to leadership. There is no other leadership development organization or program that matches the Institute's impact on northwest Illinois.

During FY02, the Leadership Institute expanded to JoDaviess County. Again, the Institute partners with local private sector business's and developed and implemented a delivery system that fit the needs of the region and the participants while maintaining the academic outcomes and student learning objectives. Twenty residents of JoDaviess County participated and completed the program.

Connected to and operating in concert with the Leadership Institute is the Servant Leadership Youth Program. This program, designed for high school juniors, is fully funded by the College and involves teams from 14 of the 17 high schools located within the Highland district. This program is based on the concepts and philosophy of the Greenleaf Center for Servant-Leadership. During the nine-month program, the high school teams perform 10+ service projects while being trained in the Greenleaf Servant-Leadership philosophy, developing regional community awareness and gaining a global perspective on the affects of leader interaction.

The entire leadership program receives support from private sources, students, and community organizations. The participation of the program completers at all levels is evident in community affairs and college campuses. Alumni of each program continue their participation as mentors, resources, and/or financial supporters. The college, community and people benefit. Highland's mission statement reads as follows: "Highland Community College is committed to shaping the future of our communities by providing quality education and learning opportunities through programs and services that encourage the personal and professional growth of the people of northwestern Illinois." Clearly the leadership development programs support this mission.

Best Practice – Administrative/Financial Productivity: Galena Outreach Center Funding

Highland Community College has a long history of reaching out to the many communities within the college district. In FY02, a special effort to create a full-service outreach center in JoDaviess County was undertaken.

The idea of the center was to provide a location that could offer traditional credit courses, continuing education courses, adult education, student services and business and industry training. Obviously, this would take a location large enough to handle the demands. Finding the location is one thing, paying for the additional overhead is another.

The idea of an outreach location is not new and is one used by many community colleges. However, starting out on such a project typically requires that the college have the funds to pay for it. In this case, although evidence suggested that the demand for the services was present in JoDaviess County, the College did not have the funds to risk on the venture. Highland had no "venture capital" for such a project.

The college discussed this issue with the Highland Community College Foundation. A plan was developed and a request for "Venture Capital Fund" was made to the Foundation. The result of this request was the implementation of a very different kind of funding to the college from the Foundation. The Foundation agreed to fund the establishment of the JoDaviess County Outreach Site at a maximum of $100,000 per year for three years. The difference in this funding is that the funds would only be used to cover the difference between expenses and revenues generated by the site.

This type of unique funding not only allows the College to take some calculated risks but also requires the college to think in terms of "profit" and the Foundation to think in terms of investment. The results of the first year of the implementation of this plan are that the Foundation will only be asked to underwrite the first year for $$60,000. Most of the money is required because of initial investment in furniture and equipment.

The goal for the Center is to have revenues be equal to or greater than expenses in three years. The first year has been a good start.

ILLINOIS CENTRAL COLLEGE

EXEMPLARY INSTRUCTIONAL PRACTICE

At Illinois Central College the common theme in courses and programs of study which exhibit exemplary instructional practice is the integration of the conceptual with the experiential. While there are numerous examples of this integration occurring in programs of study and courses across the College, two examples will be described briefly. The first is a Field Studies Course offered in the Math, Science, and Engineering Department. The other occurs in the seventeen programs of the Health and Public Services Department which prepare students for employment in the health services professions.

Since 1975 thirty ICC students have participated in a unique learning experience during the May or August Minimester. These students enroll in either BIOL 250, Field Biology or EASC 250, Field Geology and earn four hours of general education credit while traveling together in the American Southwest or the American Rockies for eighteen days. If the student elects to take BIOL 250, he/she learns first hand about the interdependency of life forms and their association with the physical and climatic features of the environment. Or, if students take EASC 250, they learn about the geologic history of the Southwest or the Rockies and the geologic and climatic processes which have shaped the physical landscape. Prior to traveling to the region in three vans, students meet on campus for two consecutive Saturdays to learn basic concepts in biology and geology. After arrival in the Southwest or the Rockies, they hike and explore the environment, finding examples of the concepts they have learned about in lectures at ICC before they left. Students also take a midterm and a final exam and prepare a portfolio type assignment that is due six weeks after their return. Course evaluations from both students and instructors about this experience reflect how much more students learn from spending eighteen days in the physical environment while learning basic geological and biological concepts.

The Health and Public Services Department at the College offers applied science degree programs in dental hygiene, occupational therapy, physical therapy, respiratory therapy, medical technology, nursing, and radiography. There are also nine certificate programs in emergency medical technology (basic and intermediate), phlebotomy, medical coding, medical office assistance, medical transcription, practical nursing, perioperative nursing, and surgical technology. As noted above, the common denominator for these programs is that students are learning theory and concepts in the classroom while applying that information in practicum/internship experiences in the Peoria medical community. For example, dental hygiene students gain experience in the College's community dental clinic located at the downtown campus in Peoria. Community members make appointments at the clinic and second year students get practical experience with those patients, all the while supervised by a dentist and registered dental hygienists. The cost to the patient is only $12, including cleaning, polishing, fluoride application, and sealants and x-rays if needed. The ICC Dental Clinic offers low-cost dental care to people in the Peoria community while helping students acquire first-hand experience.

EXEMPLARY ADMINISTRATIVE PRACTICE

Over the past eighteen months, the new President of Illinois Central College has introduced administrators, faculty, and staff to the concept of process management. Process management is based in part on the idea that colleges and universities should foster and implement ongoing change as well as involve employees from across the College in that change. After thirty-five years of operation, many of the College's systems and day-to-day processes needed examination and modification to bring about higher productivity, cost-effectiveness, and better employee morale. Process management has already proved to be an effective administrative practice to achieve these goals.

Process management began at ICC with a training workshop lasting about two days. At that training participants were introduced to the principles of process management and the seven-step program improvement model. Then a Steering Committee was formed, consisting of senior administrators, deans, directors, faculty, and support staff—in other words, a horizontal representative slice of the entire institution. However, the key element in the process management model has been the formation of process management teams with representatives from all sectors of the campus community.

Process management teams are an excellent vehicle to achieve the goal of constant improvement of processes. The use of teams also involves many employees making real changes in processes and breaking down barriers between divisions.

As of July, 2002 approximately 30 teams were operational at the College These teams have been dealing with a wide variety of processes, including the improvement of (a) the new employee orientation program, (b) signage, setup, scheduling and coordination of events at the college, (c) marketing and institutional identity, (d) the scholarship selection process, (e) the purchasing process, (f) the part-time and full-time payroll authorization process, (g) the student advisement process, (h) student retention and achievement through course prerequisites, (I) the ICC/high school dual credit enrollment process, (j) the creation and implementation of a college-wide common hour, (k) the process of identification of first generation college students at ICC, and (l) improvement in processes to keep the photo, email and telephone directories current.

Some of the teams mentioned in the previous paragraph have already made recommendations to the Steering Committee regarding changes in the processes they were addressing. For example, Team #16 found the dual credit process at the College to be very cumbersome and confusing. The members of that committee recommended the following changes. First, high school students should submit applications to the College and complete placement testing at the end of the junior year of high school. Second, information packets about dual credit should be sent to the high school students and their parents by August of their senior year. Third, students should take the responsibility for paying their own tuition which will be billed by the College during ICC's regular billing cycle. Fourth, all dual credit vocational courses should be offered tuition free. Fifth, the number and type of course offerings should be increased. Finally, funds should be committed to hire a part-time dual credit coordinator.

Team #23 addressed the student advisement process at the College. Its recommendations included an increase in the number of hours for departmental advisors, greater flexibility for the assigned department advisors to work during peak registration times, electronic delivery of articulation and advisement information, and enhancement of the advisement process for part-time students.

Process Management Teams began to report their recommendations to the Steering Committee at the end of the 2002 Spring Semester. It is anticipated that within the next twelve months, various entrenched procedures and policies that have been in place for many years will undergo change. As a result, the College foresees greater productivity and cost-effectiveness when these recommendations are implemented in the coming year. And, employees from across the campus have participated in facilitating needed changes at the College.

ILLINOIS EASTERN COMMUNITY COLLEGES

BEST PRACTICES

Instructional Practice or Student Service

Frontier Community College is revamping their student services and accessibility of services by purchasing a building adjacent to the campus, building a new facility and remodeling the existing student services facility. These sites will provide personnel with expanded office space and provide easier access to student advisors, and the financial aid and records offices. These sites will provide a more conducive atmosphere for students and a more efficient workspace for staff. The plan also calls for the entire adult education staff to move to a new site that will serve as an adult education center for students. Staff are currently scattered around campus. This regrouping of departments will make for a more efficient and effective way to serve students.

The Olney Central College Study Skills Center conducts learning needs assessments on all students referred to the Center by instructors. Students are administered a battery of tests that are specifically designed to identify students learning disabilities. In many cases, students who are not doing well in their coursework is because of a vision problem, dyslexia, hearing problem, etc. Based on pedagogically sound practices and texts endorsed by the professional organization of remedial educators, the remedial math and English series have been condensed into formats that allow completion in one semester. This is particularly important for individuals who require significant remediation. In addition, with certain types of learning disabilities, the ability to focus on one or two subjects, while maintaining a full course load benefits the student financially and educationally.

Wabash Valley College has developed a partnership with the local public school system, Wabash Community Unit District 348. Through this unique arrangement, Wabash Valley has identified local needs as well as issues the public school system wishes to address. District 348 has placed high emphasis on a quality school system. As a point of illustration, they, with the assistance of the College, initiated a program of Computer Certification. This program provides a teacher the opportunity to become a Level I, Level II, or Level III certified user. Local committees set the standards for each level with each level having increased proficiencies in computer skills. Wabash Valley College faculty taught courses in hardware and software specifically for groups of teachers who wanted to test for the various levels of certification.

Administrative or Financial Productivity Improvement

Beginning with the 2002 Summer Semester, the students at IECC (FCC, LTC, OCC, WVC) will be able to view their grades online. Students will not receive grade cards by mail unless requested.

Frontier Community College has been actively pursuing partnerships with two major manufacturing companies to provide new and expanded training. The college administrators have been involved in meetings with industry leaders on a regular basis. College administrator and industry leaders visited Lewis and Clark Community College that has a successful partnership with Olin Corporation. The college, with

assistance from the city and the college's foundation, has purchased a building adjacent to the campus for development of a Workforce Training Center that will also meet industry training needs.

IECC's Workforce Education continues to provide on-site and on-campus training to Illinois' mining and manufacturing companies. Training is and will be as site-specific and need-specific as possible. It will be provided whenever and wherever possible. Workforce Education regularly offers weekend, multi-shift, and round-the-clock classes when requested.

ILLINOIS VALLEY COMMUNITY COLLEGE

EXAMPLES of BEST PRACTICE: INSTRUCTIONAL PRACTICE

In response to needs identified by the General Education Committee and the faculty, academic affairs has designed and implemented model intended to provide faculty with the content knowledge and skills they need to integrate international issues into their curricula. The "International Integration" model includes:

- A week-long intensive institute focusing on a nation, culture, or region of the world,
- Training on integrating international content and issues into their courses,
- Teaching the integrated courses, and
- A one-day symposium on the same topic open to faculty, students and the community, culminating with an evening celebration.

This model, which was put in place in May 2002, was originally designed to focus on Latin America during the 2002-03 academic year. However, because of the events of September 11, the International Education Committee decided that we should focus on Islam and the Middle East. IVCC partnered with the Center for Middle Eastern Studies at the University of Chicago to provide 20 participants (faculty from IVCC and three other community colleges) an intensive week of lecture and discussion on a variety of subjects on the Middle East and Islamic Culture. These included Demography, Media and the Middle East, Islam, history and culture of the region, and human rights issues. Faculty participants came from a variety of disciplines, including English, music, geology, geography, nursing, psychology, sociology, chemistry, political science and history; in addition, the Institute was opened to other community colleges, and faculty from three other colleges joined the IVCC participants. Each of the IVCC faculty has committed to offering an integrated module into their courses this fall and spring semesters.

The evaluations of the Institute were excellent, and faculty is very excited about what they have learned. The participants will present their modules to the rest of the IVCC faculty during our fall in-service.

Our intent is to replicate this model each year; plans for the next three years include Latin America, Sub-Saharan Africa, and East Asia. The Center for Middle Eastern Studies at the University of Chicago is assisting is in partnering with other resources for the subsequent years.

EXAMPLES of BEST PRACTICE: ADMINISTRATIVE PRACTICES

Customer Service Training:

In the spring of 2001, all Student Services personnel participated in a pilot project focusing upon defining and delivering outstanding customer service. Included was not only service to our students but internal customers as well—other departments, faculty and staff. Training consisted of a series of three sessions of two hours each, centered on the Noel-Levitz Advanced Connections program. Judged to be a success, the pilot was expanded during fiscal year 2002 and offered across the campus to faculty, administrators and support staff. The program is team-taught by members of the Counseling staff, and senior support staff. During the 2001-2002 academic year, four sets of workshops were offered with 55 faculty and staff

participating. Additional sessions are planned for 2002-03 as we continue to involve the entire campus community in customer service training.

Secretarial Team Building:

During the 2001-02 academic year, the Student Services Division initiated a team building program for secretarial personnel assigned to the various departments. Coordinated and led by the Administrative Secretary to the Vice President for Student Services, the program included the department secretaries in Admissions and Records; Financial Aid; Athletics; Counseling; Career Planning and Placement and Project Success, our Student Support Services program. The program featured team focus visits to each department, with several goals:

- Improve communication
- Increase understanding of departmental operations
- Generate ideas for new approaches to assignments, procedures and operations
- Strengthen connections among staff
- Improve service to students, faculty and staff

During the 2002-03 academic year, this approach will be expanded to include all support staff and administrators within departments.

JOLIET JUNIOR COLLEGE

Best Practices: Academic

Since 1995, the College has been dedicated to the assessment of all its academic programs. The assessment plan is scrutinized by a panel of faculty peers who work individually with each program coordinator. The plan is reviewed for relevance to the improvement of the program, coherence to valued student outcomes, feasibility of assessment instruments, alignment of measurement to the evaluation, and the use of results.

In 2002, the assessment process at Joliet Junior College was revisited. Several faculty assessment committee members began to reshape the purpose and focus of the Assessment Committee. As a result, several changes ensued.

The purpose of assessment was revised and articulated to the College community. Specifically, implementing of assessment and use of the results would:

(a) improve student outcomes,
(b) fulfill the needs and expectations of the stakeholders in District 525,
(c) achieve of the mission and goals of Joliet Junior College, and
(d) improve the institution and its academic programs based on sound and robust evaluation research.

As such, the Assessment Committee embarked on a two semester campaign to elucidate the college community on assessment techniques. This included several assessment workshops included a two-day workshop conducted by Institutional Effectiveness Associates. Soon after, Institutional Effectiveness Associates introduced the process of outcome assessment. This was accomplished in part by distributing workbooks, assessment manuals, and supporting materials to all the academic departments. The Dean of Institutional Effectiveness offered a follow-up workshop. The hands-on workshop afforded the academic department representatives to construct preliminary assessment plans, instruments, and result applications. Feedback on the efficacy of the plans was also provided.

In spring 2002, the Assessment Committee co-chairpersons updated the Assessment Handbook to reflect the changes made in fall 2001. The College's assessment goals were rewritten to reflect the influx of new occupational certificate programs, the need for general education outcomes to be articulated across campus, the increased flexibility of placement testing and developmental education instructional strategies, and the obligation to assess the effectiveness of alternate delivery methods. Also revised was the schedule for assessment plan, delivery, review and use of results. This adjustment was made to accommodate the use of results for the improvement of program curricula. The assessment plan grid was also rewritten. Again, the purpose for the modifications was to target assessment efforts to the direct assessment and improvement of student outcomes.

To augment the assessment process, the Assessment Committee has made Assessment materials, primarily the Assessment Handbook, Assessment Grid, and the Assessment Grant Proposal fromaccessible onboth the web, intranet, and through the interoffice dispersement of forms. In the works, is an online submittal form of assessment plans. In turn, each assessment plan will be stored on an electronic database. This will provide an invaluable resource for future assessment designs that can easily be retrieved by experimental

design or content area.

A commitment from the President has enabled the Assessment Committee to fund several innovative grants via the grant proposal process. The process, established in 1996, encourages faculty to conduct innovative program evaluations. For 2002, the assessment of interactive developmental education courses, fourth semester Veterinary Technician externs, and computer information system students were evaluated using a variety of techniques.

In sum, the purpose of the revision of the College's assessment process was to better meet the demands of new degree programs especially certificate programs, the rapidity of change in existing programs, and variety of degree offerings. It also was modified to better capture the identification and evaluation of student competencies. The Assessment Committee also provides valuable support to the AQIP mandates and the AQIP Developmental Education Quality Action Team.

Best Practices: Financial/Administrative/Support

In 2000, the Joliet Junior College's Strategic Plan expired. In 2001, a major needs-analysis (marketing study and enrollment audit) was conducted to ascertain the expectations and priorities of the college's constituents. Both the audit and the conclusion of the previous strategic plan have provided the impetus for the next planning cycle. Subsequently, the mission was reviewed for its relevance to the educational needs of the Twenty-First Century. In addition, a new vision, aligned with the needs-analysis results, was developed.

With the mission and vision in tact, the internal college stakeholders developed six institutional goals. These internal stakeholders included faculty, staff, and administrators. Over the course of two months, those institutional goals were refined to align with the community's expectations of JJC.

After the goals were established, the Board of Trustees was asked to list their priorities in relation to the institutional goals for 2002-2007. Collectively, the members of the President's Cabinet and the Board of Trustees articulated five priorities as the focal points for the strategic plan. The Leadership Team's priorities and the Institutional goals, in turn, were to be the foundation for the initiatives of the next strategic planning cycle.

In fall 2001, the College hosted several community meetings (Peotone, Morris, Bolingbrook, New Lenox, and Joliet). The purpose of these meetings was twofold. First, the College's vision and goals were shared with the community at large. Second, the community was afforded the opportunity to assert what academic programs and student services were important. They were also asked to identify the key performance indicators that were critical to measuring the College's success. Based on this feedback, the College generated five quality areas in spring 2002,

(a) Enabling students to achieve their academic goals,
(b) Faculty and faculty support and compensation,
(c) Serving underrepresented groups,
(d) Collaboration with external stakeholders, and
(e) State-of-the-art facilities.

KANKAKEE COMMUNITY COLLEGE

BEST PRACTICE
INSTRUCTIONAL

Part-time faculty are critical to the delivery of instruction to Kankakee Community College. The services of these individuals are valuable from several perspectives; a) they help the college meet the various scheduling needs of the student population, b) they bring a practical and workplace based perspective to the teaching and learning process, and c) they enable the college to meeting the learning and scheduling needs of students in a cost-efficient manner. In spite of the numerous contributions part-time faculty make to the institution and students, they are not always the recipients of some of the professional development benefits the full time faculty receive.

To this end the College developed a professional development program specifically for part-time faculty. The instructional administrators identify areas of focus for professional development, i.e. assessment of student learning, incorporating technology into the teaching and learning process or student retention. The part-time faculty are encouraged to submit a brief proposal describing the professional development activity he/she wishes to pursue relative to the area of focus. If the proposal is approved, funds are authorized for the adjunct to use for the activity.

BEST PRACTICE
ADMINISTRATIVE

Kankakee Community College adopted the GroupWise Software system for e-mail communications. With this software system, the College got an electronic calendaring feature which has provided efficiencies in scheduling meetings. This scheduling feature along with the expanded use of electronic communications has enabled the college to more effectively utilize the time and abilities of administrative assistants. In one instance, the duties of three administrative assistants have been reorganized and assigned to two administrative assistants.

Currently, the planning sub-teams are in the process of completing action plans and developing a "balanced score-card" approach to measure vital key areas. Most importantly, Joliet Junior College has incorporated the input solicited from the community at large in its strategic planning and resultant operational activities.

Joliet Junior College is committed to keeping the community abreast of its planning activities and will post the key performance indicators it will use to gauge its success in the implementation of the strategic plan. This will take the form of press coverage and regular updates to the JJC planning web pages. Currently available is a web-based community bulletin-board to post comments about the academic programs and student services of JJC. In addition, regular newsletters on campus quality initiatives and strategic planning updates are sent to the participants of the community planning meetings.

KASKASKIA COLLEGE

Examples of Best Practice

Core Values 101: Students Teaching Students

This initiative involves an active group of volunteer students at Kaskaskia College who have created a unique interactive training program that teaches ethical decision-making. *Core Values 101: Students Teaching Students* has become an integral part of Kaskaskia College during its three years of existence. This year, student leaders from Student Congress, the Black Student Association, and the Academic Leadership Program have volunteered their time and have become members of the team. Through *Core Values 101: Students Teaching Students,* these student leaders have received training in values exploration, ethical decision-making practices and public speaking. They have put in many long hours developing and rehearsing the programs that are presented to other students and members of the campus community. Each one of the scenes used in the presentations has been developed entirely by students and addresses ethical dilemmas students face almost daily.

In Fiscal Year 2002, the students have added another component to the program. In addition to presenting scenarios that depict true "right vs. right" dilemmas, the students also developed and implemented small group discussions to enhance the teaching aspect of the program. In addition, *Core Values 101* has developed a handout that assists participants in understanding the different dilemmas and encourages them to take the concepts with them. The discussion sessions increased the audience participation in the program and provided participants an opportunity to demonstrate that they had learned the concepts presented.

This year, the participants have provided *Core Values 101* at a number of on-campus and off-campus locations including:

- Kaskaskia College's Freshman orientation
- Two workshops at a high school leadership program held at Lakeland Community College
- Two workshops for a high school leadership group at Greenville High School
- A local "Tech Prep" Conference that included students from eight different high schools
- Two separate classes at Centralia High School
- Centralia Rotary (Conducted an informational presentation)
- TRIO Day on the Kaskaskia College campus (Conducted a presentation for college students from 10 different colleges)
- Kaskaskia College (Wrote and performed a special script to address racism as part of a cultural diversity program)

This summer, *Core Values 101* participants were invited to be presenters at the Community College Institute on Leadership and Core Values in Chicago. Presenters included current students, recent graduates and past graduates of Kaskaskia College.

Core Values 101 has helped establish linkages with local high schools to assist with a seamless transition to Kaskaskia College. Students who have attended the various workshops and then matriculate to

Kaskaskia College are presented with a foundation of ethical decision-making prior to entering college.

The strength of *Core Values 101* is illustrated by the fact that more students volunteered this year than ever before. The program has become self-perpetuating as incoming students learn about the program through attending the Freshman Orientation presentation or in some cases, by attending presentations in their high schools. First year students are encouraged to attend an informational session where the program is explained to them. Interested students are then provided extensive training conducted by Certified Ethical Fitness Trainers.

An evaluation conducted by Lakeland Community College after the two presentations to the high school leaders ranked the presentation as the best at the workshop. The presentation was praised both for its content as well as its delivery style. Another evaluation of the success of the program is the number of continued requests for additional training received after a presentation. Several presentations have already been scheduled for next year due to the time commitments of the students in the program.

Another indication of the success of *Core Values 101* is the number of requests for assistance in starting a similar program on other campuses. *Core Values* 101 has been developed in order to be replicated on other campuses. This past year, the team has received requests to provide training to two community colleges, Lakeland Community College and Lewis and Clark Community College. At the end of the semester, Kaskaskia College began assisting Lakeland in the development of a student team of their own.

Finally, the Illinois Community College Board honored the *Core Values 101: Students Teaching Students* program with the Award for Excellence in Leadership and Core Values at the 2002 ceremony in Springfield.

Kaskaskia's Web-Based Budget Management System

Two key elements required to build and manage a campus-wide budget are planning and accountability. Over the past year, Kaskaskia College developed a long-range strategic plan and reorganized to assign responsibility and accountability more appropriately. Decision making and accountability are placed at appropriate levels in the organization which allows staff to make decisions and be responsible for those decisions. One of the major concerns was to provide decision makers the proper tools for monitoring their projects and decisions. A critical tool considered necessary is current and accessible budget information. In response to this need, the College developed a web-based budget management system to allow those individuals access to their budget information.

In the past, Vice Presidents and Deans received month end reports during the second week of the following month. The timeliness of these reports was a major concern as well as the ease of reviewing accounts for accuracy. Detailed records were provided upon request but were difficult to reconcile. To assist in the development of more timely and user-friendly reports it was decided to build a system that would provide current information in a web-based form.

The first phase in the development process was to establish Budget Officer responsibilities and determine training needs for general budget management concepts at different responsibility levels. The Budget

Officer responsibilities and the training materials continue to be reviewed and revised as necessary. The College's purchasing policy was also revised to allow purchasing responsibility at lower levels depending on the invoice amount, such as lower level budget officers having signature rights up to $1,000.

Budget Officer and cost center assignments were identified and then matched within the general ledger. Each cost center was assigned a budget officer number to include all expense accounts and revenue accounts where appropriate. Budget Officer numbers are tied to their individual logon allowing them to view all cost center information in their assigned areas. Each Budget Officer can only access information on cost centers assigned to them and the information is "view only".

Access to the budget management module is through the campus wide portal and is similar in style and format to other options in the web module. When Budget Officers enter their logon information and password, they may view either the current year information or the future year information. The first level within this system provides current budget amounts and current available balance for each cost center. The Budget Officer may view more detail by drilling down or highlighting the cost center account code to show each expense line. These displays provide summary information as well detail information including vendor, date, amount, and status.

Fiscal Year 2004 budget development will be completed through the web module and will provide an area for budget justifications and authorization signatures. Since this information is part of our current administrative software the appropriate Budget Officer will now complete the budget input previously completed by business office personnel.

KISHWAUKEE COLLEGE

Examples of Best Practices

Student Services - Hispanic Outreach

During the Fall Semester 2001, two activities were implemented by the College:

- established a Hispanic Services Task Force to identify current services, needs, resources, and recommendations related to the Hispanic population at KISHWAUKEE College and the college district
- revived the Hispanic student club, La Fuerza Unida., and provided activities for Hispanic Heritage Month (September 16 – October 15, 2001)

One of the outcomes of these activities was the Hispanic Open House which was held on Monday, April 22, 2002. A planning committee included many areas of the College to identify the components of the open house such as publicity, tours, presentations, child care, and the logistics of registration, translations, displays, and refreshments. A useful checklist of tasks was developed which can be replicated for similar future events at the College.

The Hispanic Open House was a success with over 225 Hispanic adults and youth participating in the events. Fifty children under the age of 10 were also involved in childcare with educational activities provided by the Family Literacy Program. A total of 30 staff and 14 volunteers provided assistance with the presentations, tours, and translations.

The areas covered in the Open House provided participants with an overview of college programs and services: degree and certificate programs, student services, college placement, and financial aid. Several areas of the College were identified for more specific information. These areas were selected because of their high growth employment needs or the opportunities for enrollment by Hispanic students with intermediate/advanced English as a Second Language skills. Tours to the following programs included bilingual presentations: Automotive Technology, Collision Repair Technology, Horticulture, Electronics, Drafting, Office Systems, Criminal Justice, Nursing and Certified Nursing Assistant, and the Learning Resources Center (library).

Due to the high interest that was generated by the Open House, a follow-up orientation to Automotive Technology was held on June 17, 2002. It is anticipated that a bilingual class in Collision Repair Technology will be offered in FY 03. The library has also reported increased usage by Hispanic students and those who participated in the open house.

Financial/Productivity Improvement

The contributions and teamwork of several people on campus that helped with the completion of our Phase V construction project represents an efficient use of human resources that ultimately saved the College thousands of dollars and improved the quality of our finished project.

Various departments of the College stepped forward to lend their expertise and talent. For instance: the Dean of Business and Technology served as the liaison between the College and the architectural firm.

- A signage committee was created to develop a new numbering system/layout for the College. The committee was headed up by our Marketing Director and was comprised of representatives the Board, support staff, faculty, and administration. The group met for over a year and developed a system that not only provided for signage for the new facilities, but also brought the work of the college's previous four building projects together into a cohesive system. They then oversaw both the external and internal signage completion.

- Our Psychology instructor read books on "way-finding" and came up with the easy matrix layout that we have adopted.

- The Director of Media Services and his staff are doing all of the lettering and hanging of the internal signs. Not only does this represent significant cost savings, but also allows us extensive flexibility for future changes and growth.

- A horticulture instructor designed the landscaping plan and landscaping students and the grounds maintenance staff are doing the actual labor involved in completing the landscaping. This arrangements not only saves the college money but provides valuable hands-on experience for the students.

- Several faculty members headed up committees such as the furniture and interior design committees.

While campus-wide participation in the planning process of a new building project is probably the norm, we believe we took this participation to the next level by maximizing our internal resources for significant cost savings as well as flexibility for the future.

In the final analysis, we have found that we have not only built a new state-of-the-art facility, we have built tremendous team spirit in the process.

COLLEGE OF LAKE COUNTY

Best Practice: Instructional Practice or Student Service—"Conversation Café"

At the College of Lake County (CLC), the increasing number of students whose first language is not English has brought to the forefront a problem in cross-cultural understanding and communication. These learners are often hesitant about talking to instructors, staff and fellow students because they lack confidence in their language skills and feel their spoken English is inadequate. Faculty, staff and community members may often be equally unsure of themselves when trying to communicate with English language learners and may feel they don't know enough about this growing population, their needs, and how to communicate with them effectively. This lack of genuine communication contributes to stereotyping and reluctance to reach out to members of the other group. One promising way that the College of Lake County is beginning to bridge this gap and give these groups an opportunity for real communication is Conversation Café.

Conversation Café sessions are held at the CLC Lakeshore Campus. For each session, the room is set up café-style with small round tables, tablecloths, wait staff and menus. Conversation Café menus, however, are not the usual ones – they are "menus" of possible conversation topics, such as Love and Marriage, Growing Up and Hometowns. As the participants enter the room, small groups of English language learners share a table with one or two native speakers of English who act as conversation volunteers. Wait staff offer snacks and beverages. Talk begins in a structured way, with participants choosing from the "menus" of topics, receiving envelopes of questions to use. Soon the room hums with many conversations.

It's been a successful formula for learners and conversation volunteers alike. From the first Conversation Café in October 2001 through the fourth Café session in April 2002, the number of "café-goers" has doubled and enthusiasm about this program has grown. Many volunteers and English language learners have attended every session so far – and have brought their friends!

The benefits to the English language learners that CLC serves are clear: practice English in a more natural, yet structured fashion; meaningful in-depth discussion with native speakers of English; confidence as students become the experts, people with information their listeners want to know about; meet on an informal basis with College faculty and staff, people who may later become their advocates and supporters; and opportunities to feel part of the community.

The benefits to the College are also clear: faculty and staff meet English language learners face to face, informally recruit students for College programs, develop proficiency in cross-cultural communicators, and experience diversity as a plus and not a problem. Everybody gets the opportunity to experience community as "all of us together" and not just as "us" and "them." And it all starts at a round table with a cup of coffee!

Best Practice: Administrative Improvement—"The Leadership Institute"

For the past several years, CLC has and continues to experience a major turnover in faculty and staff due to retirements. Two years ago, the Leadership Institute was designed to bring together those individuals who do and will provide leadership to further strengthen their knowledge, leadership vision, and skills. The

program

The strength of the program lies in its cross-sectional participant group. Over 100 participants from various departments/divisions and from all employee groups of the College have participated in this two-year-old program. Representing individuals in formal and informal leadership positions within the college, the diverse participant group has been comprised of faculty members from various disciplines and employees from every department: facilities, campus safety, business services, educational technology, information systems. Consequently, participants view issues and concerns from multiple lenses and perspectives while developing an awareness and understanding of the complexity of the College.

The two and half day Leadership Institute program included speakers, panels, discussion groups, and team building activities. The topics covered include the following: Presidential Panel: Pathways to Leadership; Historical Context & National Perspectives for Community Colleges; Qualities of Community College Leaders; Challenges for Community College Leaders: A National Perspective; The Illinois Perspective; and the Role of the Board & Perspectives on Leadership. A case study analysis was the final activity. Working on cross-functional and cross-employee group teams, participants used not only their experience but drew upon the information from the Institute.

This professional development activity has produced positive outcomes for the college and was truly appreciated by those in attendance. Several participants have been promoted within the college, with all participants describing a greater understanding of the college and the issues facing community colleges. The participant evaluations were overwhelmingly positive. Participant comments included the following: "This is a wonderful program that motivates, inspires, and encourages staff and management to strive for excellence," and "I always loved my job and what community colleges stand for, but I fell in love all over again. I'm challenged and feel protective of what we have and what we are going towards. Thank you!"

LAKE LAND COLLEGE

Administrative/Financial Productivity Improvement Best Practice

Teamwork and collaboration are just two of the qualities that have contributed to Lake Land's success and leadership among two-year higher education institutions. During the past year, the College's Information Systems and Services (ISS) successfully led the replacement of more than 800 faculty, staff and student computers and the computer network infrastructure while simultaneously installing the infrastructure for a change-out of the College's entire phone system in a time period less than four months. These replacements have enabled the College to improve productivity and cost effectiveness. One of the key components of this very successful implementation and the process was collaboration and communication. ISS staff regularly attended the monthly Administration meetings, Division Chair meetings, and Faculty-Administration meetings to update employees on the process. Another key factor was the utilization of the Center for Technology and Professional Development for educating employees on preparing their computers for the change-out and updating them on the time schedule as well as how to utilize the new computer hardware and software. Working cooperatively, the Center and ISS personnel developed a project plan that allowed hands-on with each faculty and staff member to ensure as little disruption to the end users as possible during the transition from old to new computer equipment. Part of this plan included a detailed five-day window for each implementation that consisted of: (1.) an initial contact with Division Chairs as the process moved into each of their respective areas, (2.) an initial contact with the user, explaining what to expect and the timeline, (3.) The Center performing a pre-migration conference, moving user data from local machines to the network, and leaving an instruction page as to what was done, and (4.) ISS installing the new computer, migrating data from the old to the new computer, and leaving an additional instruction page outlining completion.

More than 800 computers were replaced, including two new computer labs, each with a minimum of a 1.5 ghz processor, DVD, CD-Rom burner, 17-inch monitor, 256mb memory and 20gb hard drives. All computers were upgraded to Office XP in a native windows 2000 environment to allow for better management and flexibility of users, software and hardware through the use of Active Directory. The infrastructure was upgraded to 100Mb per port and 1gb per switch connections, improving throughput on all network traffic on campus. This infrastructure improvement will provide for the next generation of traffic on the College's network, including streaming audio and video on-demand.

A similar process used for the computer replacement was followed for the change-out of the old Centrex based phone system to a new PBX based phone system. This change-out resulted in an approximate 50 percent reduction in overall telecommunications costs. This process included ongoing dialogue at the monthly Administration meeting, Division Chair meetings, and monthly Faculty-Administration meetings. Additionally, two on campus teams were formed to facilitate a successful implementation. The teams included appropriate lower level staff members to facilitate information gathering, and a second team of ISS and maintenance personnel for the physical cable plant preparation. Features of the new phone system include: ISDN, VoIP, Voice Mail, and ACD capabilities. Additionally, off campus offices including the Kluthe Center and the IETC/Workforce Development Center will be tied into the four-digit dialing capability of the PBX, eliminating off-net calls to these two locations. This also upgraded the phone system cabling plant to a structured environment making the long term management of phone requirements simpler

and easier to track and change. This implementation brings the phone system up-to-date with current technology and will serve the campus well as it continues to grow. This pro-active approach will allow for a simple cut-over to the PBX system by pulling the cable pairs off of what is called a "half-tap" configuration within the phone room in the Learning Resource Center.

Instructional/Student Service Best Practice

Offering services to an audience who never appear face-to-face requires the constant question, "Is there a better way to do this?" Lake Land's model has changed from one of adaptation of face-to-face activities to online activities. This mental model is now one of creation of services that have various delivery mechanisms and increased availability. Since the offering of the first online course six years ago, the College's number of online course offerings has increased dramatically. Other College offices, too, have been considering how to best extend normal services to students who may never be on campus. During the past year, several pieces have fallen into place enabling the College to provide most services either in person or at a distance. While not all activities began the past year, many have been refined during the past year. Some of these activities are highlighted below.

Beginning Summer Term 2002 grade mailers will be accessible using the College's Internet Registration and Information System (IRIS) rather than by mail. In addition to the online services available through IRIS such as enrollment application, registration, intent to graduate, transcript request, scholarship application, and course schedules, students may now pay tuition and fees online. Future plans also include providing students online access to current and prior years' billing information. Easy access to these records would be beneficial to students for tax purposes.

Online information and interactive web pages have broadened the number and diversity of individuals using many of Student Services' offices. The installation of Degree Audit Reporting System (DARS) to the College's computer network and website was completed and provides faculty advisors and students the resources needed to properly advise students. Students may monitor their progress towards graduation or determine how credits earned fit the requirements of a different major if they would choose to change their major. The first year of conducting all student assessment as a web based activity using Accuplacer was completed. Previously, a computer version which was used made it difficult to conduct assessment at extension centers and local high schools. The online segment of the New Beginnings orientation program, required for all degree-seeking students and any student completing the assessment battery, encourages knowledge of computer applications, identifies the College's expectations for applying technology skills in a learning environment, and provides new students with information and skills needed for a successful transition to college and in life beyond. The Financial Aid Office is currently developing an interactive financial aid web page that would allow access to students' financial aid information including what documents are still required or the student's award amounts. Listing jobs online has given thousands of people access to Career Services. More than 550 individuals have taken advantage of the e-mail notification system, which has received recognition from students and faculty alike. The career information online database, which is currently under construction, will provide students, prospective students, instructors, and area guidance counselors with a central place to obtain general career information specific to the local area. Students may now use the Counseling Services virtual web board to view, ask or post general questions or directly e-mail a question to a counselor on a variety of topics. An online version of

the student newspaper "The Navigator" and the student handbook which contains information such as important College dates, student clubs and organizations, services available to students, student's rights and responsibilities, the College's responsibilities, the academic integrity policy, and disciplinary procedures are now accessible to all students.

This best practice represents more than the numerous services, offices, information and interactive activities online at Lake Land College. It, again, represents a collective work of team members, whose first goal is better serve the student by continuing to move forward the College's mission of creating and continuously improving an affordable, accessible, and effective learning environment on demand for the lifelong educational needs of the diverse communities served.

LEWIS & CLARK COMMUNITY COLLEGE

Student Service Practice

Under the Perkins III Grant, career program students may receive services directly or indirectly from the Perkins Student Support Project Office. Academically disadvantaged students receive academic assistance, funded partially or in total with Perkins III monies, or in partnership with the Math Lab and Nursing Tutoring Services. In fall and spring semesters FY 02, academically disadvantaged career program students used the Math Lab; 88.5% of those students received a grade of "C" or better in their classes. Nursing program students took advantage of Nursing Tutoring Services. 92% of nursing students using the services earned a grade of "C" or better in those classes for which assistance was sought.

Economically disadvantaged students are the largest group served directly by the Perkins Student Support Project Office. In FY 02, 118 students received services. For most economically disadvantaged students, career-specific textbook loans are available. Under the text loan program, career program students, receiving financial aid based on need, may borrow their required texts for a semester. If the Project Office does not own the required text, it will be purchased. However, this applies only to required career-specific texts; no optional books are purchased. If a student doesn't meet the requirements of the Perkins program, the director seeks other campus resources.

Economically disadvantaged students may also receive required equipment and/or tool loans. Often a program requires students to have specific pieces of equipment or tool sets that are expensive. Tools that are loaned rather than given to students include graphing calculators, Kilgore typodonts, large toothbrushes and typodonts, anatomical models, and auto tools. Students may also receive required career program supplies and materials. These additional supplies and materials can sometimes be expensive and these students cannot afford to obtain them. The Perkins project will provide many of the items to eligible students and help all students to obtain the required supplies.
According to student evaluations, these services allow them to continue in their chosen career programs and progress toward timely program completion. All students who seek services in the Perkins office, regardless of eligibility, may receive referrals to other on- and off-campus resources. Careful evaluation of services by the Director results in services that increase student success and are continually improving to meet the changing needs of students.

Best Practice Administrative

Lewis and Clark uses a tried and tested financial planning approach that combines "zero-based" and "annual run-rate" budgeting techniques. The budget is divided into *maintenance* (ongoing, annually renewable expenses) and departmental *priority* categories, which are by definition not automatically renewable and subject to annual justification to be included with the available budget. In 2002, budgeting for the recently developed strategic projects was integrated into the regular priority budgeting process. With a fiscal year that runs from July 1 to June 30th, the LCCC budget process begins formally in February, when the Executive Cabinet is given the materials and instructions they need to prepare their maintenance and priority budget requests. Departments are given the maintenance budgets based on the previous year's expense with an inflationary "uplift." They are then asked to prepare priority budget

requests with justification for each of these requests. Justification must support essential programs and/or new initiatives that support the *Mission and Purposes* of the College. The strategic planning process provided an excellent model and first hand experience for such justification in a formal way. Priority budget requests can be justified to the extent that they support LCCC's strategic priorities as defined in the strategic plan's goals and project. This thinking proved very effective and was incorporated into the FY 03 budget process.

Once budgets are submitted, the President and Executive Cabinet review them. Organizations are given the opportunity to further justify the priority of their budget requests and the Cabinet is ultimately responsible to come to agreement on a final decision on priority requests. This must occur no later than April 15th to allow sufficient time for approval by the Board of Trustees and final matching with state appropriations and other funding sources prior to the end of the Fiscal Year. With the implementation of continuous improvement planning, budget requests in FY 03 will be required to comply with "business case" methods to support their requests. A typical business case in this sense includes: a clear statement of what the priority activity is and what tangible and/or intangible benefits it will obtain, and an analysis of cost over a timeline (including a delineation of one time and recurring cost and cost by expense category).

LINCOLN LAND COMMUNITY COLLEGE

BEST ADMINISTRATIVE FISCAL PRACTICE
CROSS-FUNCTIONAL APPROACH TO DATA COLLECTION

Lincoln Land Community College installed its current institutional software system in 1995. Although the system is arguably the best on the market, the college consistently has experienced data integrity problems, and it has had difficulty implementing the wide assortment of products that the system offers. Complicating matters, informational technology staff has turned over with a disturbing regularity, and the entire executive staff of the college changed personnel in a little over a year's time. Late in 2001, a consulting team was hired to examine the institutional software system and make recommendations for improvement.

The problems that were identified in this examination came as no shock to the college leaders, but the price tag for remedy did. Quotes on solutions ranged from $4.5 million to $6.3 million! Staring immanent state budget cuts for FY 2003 squarely in the face, the college began brainstorming its way to solving the problem itself.

First, a stakeholders' meeting was called, in which employees engaged in candid discussions about the monumental tasks ahead and about the time that needed to be dedicated to this project. Encouragingly, people quickly bought into the project, realizing the important roles they would be playing for the college as a whole. It was also in these meetings that the cross-functional work team approach was realized.

Five teams were established: Student Recruitment; Student Information and Retention: Student Distance Learning; Student and Staff Administrative Systems; and System Planning and Support. Each member of the college's Executive Staff was assigned to be a team leader, and individuals from various departments across campus volunteered to be on these teams. In addition, each team was assigned one or more members of the Information Technology staff to provide the team with the technical support necessary to address each challenge whether it be data integrity or implementation of system modules not in use.

It was understood early on in the project that certain job positions necessarily had to be created, in particular, a data centralization specialist and a systems project manager. However, to date all but one of these positions have been filled with internal transfers.

The project has far to go, and many as unforeseen impediments will need to be addressed. But the creative way the college has begun to address its technology issues will save the state literally millions of future dollars. Best of all, the cross-functional teams have promoted a more collaborative and congenial attitude across the college.

LINCOLN LAND COMMUNITY COLLEGE
BEST INSTRUCTIONAL PRACTICE

HESI TEST FOR ADNs

Five years ago, the nursing faculty at Lincoln Land Community College began a thorough re-examination of its curriculum. NCLEX Licensing Board pass rates were satisfactory, but faculty were determined to make those rates exemplary. Discussing how to make those lofty goals realistic, the faculty turned to its mission statement:

> "faculty believes that while learning is the responsibility of the student, the administrators and faculty are responsible for providing an environment conducive to learning. Nursing faculty assumes the responsibility for developing, interpreting, and evaluating the curriculum in nursing."

In order to accomplish these goals, the faculty developed a three-part plan. First, new equipment needed to be obtained. New videos, CDs, computer-assisted instruction programs, and self-paced tutorial materials were ordered and installed for student use.

Next, the faculty redesigned its classroom approach. To this end, all faculty learned Power Point, rewrote lectures to include critical thinking exercises, developed new test mapping, and began using testing software so that each test question could be checked for validity and reliability.

Finally, the curriculum was revised. The Associate Degree Nursing faculty established an exit test to assist students better measure their understanding of principle nursing concepts learned in their degree coursework. This exit test, which must be passed in order to graduate, is the HESI (Health Education Systems, Incorporated) test. This test measures critical thinking in nursing (domain specific). Presented in a computerized format similar to the licensing examination for RNs, HESI gives students immediate feedback that will assist them in remediation so that they can focus their studying better for the licensing exam. HESI test questions have demonstrated such reliability and validity that faculty use test results to modify their classroom delivery of specific material and improve program development.

The results of this outcomes assessment approach to the LLCC Nursing Program have been exciting. The 2001-02 academic year was the first time this entire practice was fully operational, and the NCLEX Licensing Board pass rate for LLCC nursing students increased to an inspiring 95%!

JOHN A. LOGAN COLLEGE

Best Practice - Administrative and Financial

The Planning Council at John A. Logan College reports directly to the President and continues to be responsible for all short- and long-range planning at the College--including but not limited to the annual institutional plan, the annual budget, major building and renovation projects, and all program, personnel, and financial decisions that may affect the philosophical and operational nature of the institution. The Planning Council, generally, has the responsibility to provide the necessary direction for the efficient, comprehensive operation of the institution within its internal environment and in its functions within the region, state, and nation.

Members of the Planning Council serve for a three-year term or until officially replaced by another member. Members of the Planning Council and their method of selection are as follows:

1. Vice-President for Administration	Permanent by position
2. Vice-President for Instructional Services	Permanent by position
3. Vice-President for Business Services	Permanent by position
4. Director of Development	Permanent by position
5. Community Representative	Named by Planning Council
6. Baccalaureate-Transfer Faculty Member	President and Chair select from applications
7. Career Education Faculty Member	President and Chair select from applications
8. Non-Teaching Professional Staff Member / Continuing Education Staff / or Operational Staff	Planning Council selects this member in an effort to obtain a representative constituent group or address a specific need at the College
9. Board of Trustee Member	Appointed by Board Chair
10. Student Representative	Appointed by Student Senate

Since 1981 when the Planning Council was formed, it has produced a strategic and a long-range plan each year. Although the work of the Planning Council has evolved over the years, resulting in different formats for The Plan, it has consistently been a process that gathers information from the entire institutional community and from local, state, and federal government sources--in addition to professional sources--to prepare an institutional plan for the College.

In 2000, the College revised the format of The Plan. The current two-year Operational Plan with a five-year vision develops a comprehensive plan with a projected operational budget.

The format of The Plan was changed to reflect a more positive approach. "Strengths" of the programs comprise the first section; however, "weaknesses" were changed to "concerns/challenges" based on the premise that all problems contain the seeds of opportunity. Objectives are made for each concern/challenge. Each staff member on campus is given the opportunity to develop a plan with objectives

and strategies. These are reviewed by the deans of each area, then summarized by the vice-presidents, and finally submitted to the vice-president for administration. All individual plans are assembled in a large three-ring binder that is kept in the Office of the Vice-President for Administration.

In January 2003, individual plans will be returned to all staff for follow-up purposes. Objectives that have not been accomplished will be summarized in a Progress Report. Objectives not accomplished will be re-prioritized for FY 2004, and the cycle repeated the following year.

The last section of The Plan contains the five-year vision for the College. John A. Logan College has been a leader among community colleges in the state and the nation during its first thirty years. So, the faculty, staff, and administration projected a vision of what "could be" for the first five years of the twenty-first century. This vision will be reviewed each year with the rest of The Plan and will be revised during the next two-year cycle.

The Plan is a result of careful review by the president, vice-presidents, and the Planning Council. It is disseminated to all constituents of the College after approval by the John A. Logan College Board of Trustees.

Best Practice - Academic

The College established the Center for Business and Industry at John A. Logan College in August, 1992. The Center was established solely to present a new approach to help area business and industry with their training/retraining needs. The Center is devoted to training the unemployed, underemployed, and currently employed in need of retraining and job-upgrading courses and programs. The Center is capable of delivering "customized" training to area businesses and their employees, using John A. Logan College instructors. Training can be held either on-site at the place of business or on the John A. Logan College campus.

Overall enrollments in Center for Business and Industry programs have increased dramatically over the past nine years. Duplicated headcounts have increased from 7,712 in FY 97 to 13,294 in FY 02, and the FY 02 headcount is nearly six times that of the Center's first full year in existence (2,270 in FY 94). In addition, the number of courses provided has increased from 109 in FY 94 to 882 in FY 02.

In addition to these services, the Procurement Technical Assistance Center (PTAC) is housed under the Center for Business and Industry. The PTAC was developed in cooperation with the U.S. Small Business Administration, the Illinois Department of Commerce and Community Affairs, and John A. Logan College. Since its outset in 1985, the PTAC has provided government contracting assistance to southern Illinois firms resulting in the attainment of over $634 million in state and federal contracts.

The PTAC helps familiarize firms with the government procurement process and provides them the specific marketing and technical assistance required to do business with the government or government prime contractors. Assistance may be in the form of contract preparation, acquisition, or administration. Whether this assistance be for the provision of a federal acquisition regulation (FAR), a military/federal specification, the past pricing history on a contract, or an essential form such as the Material and Inspection Receiving

Report (DD Form 250), it can be the deciding factor in determining whether a firm is prepared to submit a qualified bid to the government.

In FY 02 the Procurement Technical Assistance Center counseled 109 businesses. Through the assistance of the Center, 341 contracts were obtained, while 16 firms received contracts. The total dollar amount of all contracts was $24,538,941. In addition, the Center assisted with the creation of 87 jobs, while another 571 jobs were retained through the receipt of contracts.

The Center for Business and Industry is also a Work Keys System Provider. In consultation with employers, educators, and experts in employment and training requirements, ACT has identified key generic employability skills: skills crucial to effective performance in most jobs. The following critical skills form the basis of the Work Keys system: Reading for Information, Applied Mathematics, Listening, Writing, Teamwork, Applied Technology, Locating Information, and Observation. After identifying these critical generic workplace skills, ACT developed the Work Keys system, which consists of:

- *Profiling* (job analysis) to determine the skill requirements of jobs.
- *Skill assessment* to determine the current skills of individuals.
- *Instructional support* to help educators/trainers as they assist learners in improving their skills.

Work Keys enables education and business to work together to strengthen achievement of workplace skills, and offers flexible, cost-effective components. During FY 02, exactly 1,000 people were given 3,069 exams for four different organizations served.

During FY 01, the College became an ACT Center. However, due to delays in remodeling facilities, as well as technical problems arising from computer networking and security issues, the Center did not become operational until recently. In March, a committee was formed (including representation from Admissions, Financial Aid, Information Systems, Assessment, and the Center for Business and Industry) to integrate ACT Center activities with College policies and procedures. The Center's grand opening for business, industry, and the general public is scheduled for September 12, 2002. The ACT Center will help John A. Logan College serve its communities, individuals, businesses, and organizations by offering state-of-the-art testing and training services to facilitate lifelong learning. ACT Center services include:

- Computer-delivered certification and licensure tests for the trades and professions
- Workplace skills assessments
- Continuing education courses in a broad array of disciplines
- Skill-specific training in selected fields
- Distance learning using the latest technology
- Computerized educational and career guidance counseling

The Center has access to an extensive electronic library of instructional software that focuses on popular topics:

- Adult literacy/employability skills
- Computers and information technology
- Industrial safety and technical skills
- Management/leadership and small business operation

- Professional and personal development

The ACT Center developed a detailed plan of how best to serve its constituents.

- To operate as a full-service community education/training service center offering:
  - Assessment
  - Needs analysis
  - Program delivery
  - Productivity tools
- To provide a broad range of education and training needs in the community for:
  - Business and industry
  - Individuals
  - Public and private groups and organizations
  - Federal, state, and local government entities
  - Colleges
- To become a community center of choice for the assessment of employability skills for local industry, education, and government.
- To serve as a community partner to implement government-funded programs, such as:
  - Private Industry Council Training Programs
  - One Stop Career Centers
  - School-to-Work Programs
  - Smart Start Programs
  - Back to Work Programs

The growing network of ACT Centers will play a central role in helping people become lifelong learners, adequately and continuously trained to function effectively in the evolving global market.

MCHENRY COUNTY COLLEGE

Financial Productivity Improvement

McHenry County College's ability to provide quality service in a growth environment is critically and fundamentally tied to the financial stability of the institution. In January 2002, the Board of Trustees approved the Five-Year Financial Plan. This document, updated annually, provides a vital planning tool for future management and development.

The purpose of the Five-Year Financial Plan is to create a framework that allows the Board of Trustees and the College to examine the long-range financial implications of the many major financial decisions that must be made.

The Five-Year Financial Plan is not intended to be a detailed line item budget for five years, but rather, it is intended to provide a "broad-brush" overview of the financial position and the resulting impact of many financial decisions. The Five-Year Plan is also intended to look prospectively at expenditures, the means of financing those expenditures, and financial position over a longer period than the traditional one-year budget.

The Five-Year Financial Plan is intended to lay the groundwork for the Strategic Initiative Process, Budget, Audit and Certified Annual Financial Report that are the key components of the College's annual financial cycle.

MCC-University Teacher Preparation Partnerships

Susan Maifield

McHenry County College took seriously the ICCB Promise For Illinois. Pledge One: Competitive Workforce action statement four addresses "professional development and education programs that meet state and federal licensure and certification requirements." The MCC Mission Statement pledges "to value learning and to put the interests of our students and community first. By providing high quality, affordable and accessible learning opportunities, we enable students to meet their educational, career and personal goals." Consistent with the ICCB Promise and the MCC Mission Statement, a Strategic Plan Initiative that focuses on teacher preparation partnerships was developed.

The partnerships for teacher preparation are with two private universities—North Park University in Chicago and National Louis University, Wheeling.

There are similarities between these two programs:

- Teacher preparation opportunities are advertised by MCC.
- Initial inquiries/contact is made through MCC.
- General information is mailed by MCC.
- Informational meetings are held on the MCC campus to explain the programs.
- Each university provides application packets and arranges to meet with students individually and to

do transcript reviews.

- Deficiencies and prerequisites may be taken at MCC.
- Each teacher preparation program will be run as a cohort, with the cohorts meeting on the MCC campus. Days/times are appropriate for those who work full time.
- MCC will provide the universities with an office "set up," and access to technology.
- Each university partnership also includes partnerships with public schools.

The partnership with North Park University is aimed at people who have bachelor's degrees and now want to be certified to teach at the elementary level. It is a "part-time" program, with students taking between four and seven graduate credits each semester. The first two years of the program will result in meeting certification requirements, with MAT completion during the third year. One course for middle school endorsement will be included and the second middle school endorsement course will be available in addition to elementary certification/MAT course work.

In addition to courses to make up deficiencies in content area, students may take EDU 253 Exceptional Child at MCC. Another course required by North Park is Practicum A, which is specific to their teacher preparation program. To make the course more accessible and more affordable, North Park and MCC have collaborated to offer the course as an MCC course taught by an MCC instructor, using North Park criteria and course content.

This partnership also includes collaboration with public and private elementary schools in McHenry County. One of the public schools, McHenry Elementary District 15, offers year-round possibilities for observation/student teaching.

About 100 people applied for acceptance into the first MCC-North Park Cohort. Twenty-four have been identified as meeting the entrance criteria and will begin their North Park study at MCC in August 2002. Future cohorts will be developed, as students are ready.

The partnership with National Louis University is served by an Illinois Teacher Education Preparation (ITEP) Grant. At this point we are in the process of developing two cohorts—one for students who have an Associate of Arts/Science Degree or the equivalent and want to earn a bachelor's degree in elementary education and the other for those who have a bachelor's degree and want to earn a Master of Arts in Secondary Education. Both cohorts will begin during the 2002-03 school year. As with the North Park program, students can do their associate degree or make up deficiencies at McHenry County College. A transfer guide has been developed to assist students who are working on their associate degree choose MCC equivalent courses that correspond to NLU courses.

The partner elementary school is Carpentersville Unit District 300. This district was chosen because it is a unit district with wide diversity among its schools and school populations. It also has a well-developed mentoring program that can be applied to pre-service teachers. Within the mentoring program, several opportunities are being discussed for implementation. They include:

- Creating an "Education Club" that will include high school juniors/seniors; MCC college students and students in the bachelor degree and MAT cohorts. Teacher mentors from District 300 will help MCC faculty provide leadership.

- Offering "Quantum Learning" through MCC as a Topics Course for those preparing to attend National Louis. "Quantum Learning" may also be offered through NLU for those working on the MAT. Carpentersville District 300 is an authorize provider of the "Quantum Learning" program and would provide the instruction.
- Service learning components would be built into the expectations of MCC Education courses. Students choosing the service learning option would spend time in District 300 schools as volunteers prior to their enrollment in the NLU ITEP bachelor's degree completion program. They would be placed in teacher mentor's classrooms.
- Field trips to District 300 schools would be planned for MCC Intro to Education students. Observations would take place in the classrooms of teacher mentors.

Through the above efforts MCC and NLU hope to address the question of selection of excellent candidates for the teaching profession as well as retention once teachers are in the classroom. The ITEP Program for the Northern Region is organized by an ITEP Director and Coordinator, National Louis University faculty/staff, Carpentersville Unit District 300 teacher mentors and a curriculum expert and McHenry County College. Representatives from MCC include full-time and part-time faculty from Early Childhood Education, Education and Psychology; an administrator from the Advising Center, Coordinator of Kids on Campus Gifted Program and the Executive Dean of Human and Public Services/Social Science. Participants serve on one or all of the following teams: Regional Management Team; Cohort Instruction Team; New Teacher Support Team.

We believe that these partnerships will make completion of degrees in Education/Teacher Certification more accessible and will create an awareness of the value and importance of excellent training in preparation for teaching. We also believe that these partnerships will lay the groundwork for future MCC/university partnerships as we continue to meet the needs of the people in McHenry County who desire to make teaching their careers.

MORAINE VALLEY COMMUNITY COLLEGE

Academic Best Practice at Moraine Valley Community College
Instilling Learning College Principles to Improve Student Outcomes

Since its selection as one of twelve Vanguard Colleges in 2000, Moraine Valley has worked to instill the Learning College principles throughout the organization. While participation in the Vanguard Learning Seminars focuses on affecting student outcomes through the development of learning-centered projects, the ongoing success of these projects requires new approaches to college policies and procedures, as well as learning-centered thinking from all levels of college personnel. During the past year, four activities have focused on transforming the culture of the college to reflect Learning College principles and to create an environment that fosters student success.

College In-Service Activities This year the college structured all college in-service days around an Assessment theme, one of the five Vanguard project areas and an ongoing Illinois Commitment goal. This initiative was supported by several guest speakers who assisted the college community focus on the definition and implementation of assessment techniques. Darlene Nold, Director of Testing, Community College of Denver, gave an overview of the role of assessment in program improvement. Preparatory to the college's participation in the National Survey of Student Engagement this spring, Dr. John Hayek, Project Manager, spoke on the need for colleges to survey student attitudes as an element of institutional planning. At subsequent faculty development days, faculty chairs reviewed departmental assessment activities and led their colleagues in revising and updating assessment plans based on information gathered through the inservice activities.

Community College Survey of Student Engagement (CCSSE) As one component of its mission to create a learning-centered environment for students, the college participated in the Community College Survey of Student Engagement (CCSSE). This survey, which reviews the level of student engagement in the learning process, was conducted in 74 classes during the spring semester. The results will be used to better understand the college student experience and to improve programs, services and student retention.

Dialogues on Learning Initiated in spring, this series of group discussions is part of the college's communication plan to gather information and promote awareness of Learning College principles. All members of the Vanguard Team issued personal invitations to staff members representing the faculty, the administration, and support staff. Small discussion groups responded to the following questions: how does what I do support and advance student learning?; and how do I know that this is accomplished? Future invitations will be issued until all members of the college community have had an opportunity to participate and share their comments. In addition, students are being brought together to discuss how Moraine Valley has impacted progress toward their learning goals.

Faculty Expectations Statement In keeping with the principles of the Learning College, the college has adopted the following statement to underscore the role of the faculty in facilitating activities that promote student success and lifelong learning: "Moraine Valley Community College faculty will consistently exhibit professional behaviors and supportive attitudes in the spirit of our Learning College, and will participate in professional growth activities that promote academic excellence and foster student success. Each faculty

member will cultivate and engage in collaborative working relationships as an active partner in the shared governance of the college's learning community."

Administrative Best Practice at Moraine Valley Community College
Business Plan Template

Both the Annual Planning Council and the Strategic Planning Council at Moraine Valley determined that the college needed to improve the alignment of budgets and accountability with goals and objectives. An "objective form" for initiatives, long used as part of the annual planning process, was modified in 1999-2000 to better identify the resources/budget required (equipment costs, technology support, marketing support, staffing, etc.) to implement new projects.

One of the college's Strategic Priorities developed in 2001 was "Planning, Achieving and Managing Growth" and one of the specific actions the college is taking to support this priority is to "develop business plans for all new initiatives that guide resource allocation."

A small planning subgroup reviewed external business plans, identified college needs for information in a business plan, and developed a draft of a business plan outline, or template. The draft was reviewed, modified and presented in November 2001. The business plan template complements the original "objective form" and provides a more complete picture of the full impact of new projects on financial and physical resources, the impact on staff in other departments, the ongoing resources required, and a thorough cost-benefit analysis.

In its current form, the business plan outline provides a formal yet flexible system. Each plan for each new initiative will look different, but essential items remain constant. Some plans will be short, for example, when costs, staff and equipment needs are known. Other plans may be quite lengthy, if for example, several alternative scenarios, revenue and risk projections are required.

Key items that must be included in each business plan are:

- Project title
- Comprehensive project description (including background demographics, alternative project scenarios and relationship to the college's Strategic Priorities)
- A full list of all resources needed:
  - o Implementation costs (physical infrastructure, technology, marketing, staffing, supplies, other resources, and equipment costs, by area)
  - o Annual, ongoing and/or re-occurring costs, by area
- New revenue projected (credit hours and fees generated)
- Sources of funding (e.g. college dollars, cost eliminations, reallocations, grants, etc.); both start up and ongoing
- A thorough cost-benefit analysis (service and financial benefit to the college, the positive or negative impact on revenue, community benefits, and impact of not doing the project)
- Evaluation plan
- Implementation plan, including action steps and timeline

In general, the Business Plan Outline will only be used for new projects that require significant staff and/or dollar resources. The appropriate vice-president makes the final determination as to when it is required. College staff are using the template for the first time as they prepare their goals and objectives for 2002-2003. Comments received indicate general consensus that this process will improve the orderly use of resources and allow the college to better focus on student learning and student success.

MORTON COLLEGE

Examples of Best Practice -Financial

Budget on Line

In fiscal year 2001-02, the College implemented a number of initiatives which are targeted to improve administrative and financial productivity. A strong budgetary process was developed last fiscal year and has been implemented for FY year 2002-03. In the past, paper budget worksheets were sent to each department. This year, the budgeting process was completed online. This allows the business office to perform calculations, obtain needed data rapidly and keep current with the monetary issues of the College.

The management information system was evaluated for ways to improve the additional capabilities enhancing data collection functions. For example, the management information system will better capture the number of students interested in a specific class, career credit hours generated, special populations figures for Perkins reporting. As the institutional grant writer begins his/her work, enhanced data collection and manipulation will be utilized for reports and grants.

Examples of Best Practice - Instructional Practice

Developmental English at Morton College:
A Guide for Teachers

The coordinator of the Morton College English department, in collaboration with English faculty developed *A Guide for Teachers* as an aid for adjunct faculty. The guide is written in a question and answer format and provides information on the development of methods and materials to ensure that all students in any section of the four developmental English courses receive instruction based on the same student learning objectives.

Topics range from standard course descriptions, objectives, and texts to answers to "Who are our students?" and "What ideas are behind the developmental curriculum?". The *Guide* presents the sequence from one developmental course to the next and then on to English 101. This enables adjunct faculty, often on campus for only one course, to view the English curriculum as a whole and see the part that the class they are teaching should play.

The *Guide* presents assessment of student learning as an integral component of the English curriculum. It presents the department's idea of portfolio development for each student as they progress through the course sequence and links this to the portfolio assessment that serves as an exit assessment for English 101. Since this idea is new to the department, adjunct faculty are invited to share their response to this idea as well as to share specific activities and assignments that teachers have found successful in their classes.

Clear explanations of the courses, expectations for student learning, and an invitation for sharing in the

decision making process make the *Guide* a valuable tool for promoting student learning at Morton College. It is an important part of the English department's initiative to reconstitute the developmental English curriculum with the goal of ensuring high academic standards for reading and writing while promoting completion of the sequence in the minimum amount of time.

Morton College intends to build upon the development of the *Guide* by collecting examples of best classroom practices. These will be duplicated and shared with all faculty. It is expected that these materials will play an important role in maintaining uniformity in student learning objectives and course content across the department. A *Guide for Teachers* is part of Morton College's ongoing commitment to curricular assessment with a focus on student learning.

OAKTON COMMUNITY COLLEGE

Best Practice - Academic

For the past three years, with grant support from the ICCB Leadership and Core Values initiative, Oakton Community College has established a comprehensive program centered on an Ethics in Higher Education seminar course that is open to Oakton faculty, staff, and administrators. Dr. Hollace Graff (Philosophy) and Dr. Rinda West (English) have team taught the seminar each year, twice with ICCB grant funding and once without. To date, 53 Oakton employees have completed the seminar (20% of full-time faculty and nearly 20% of administrators).

Before engaging in a study of ethical theories and analyzing and discussing case studies, each participant prepared his or her own case study and then produced a project applicable to his or her professional life in higher education. Case studies focus on the moral dilemmas participants face as professionals. Projects are significant in scope, depth and practical application. For example, participants have developed: (1) a case-study approach to teaching students about ethics, (2) new units on ethics that can be integrated into existing courses, (3) critical analyses of the professional code of ethics for their profession, (4) a new, audience-sensitive academic integrity statement for ESL students. Projects developed in the Ethics in Higher Education seminar have been integrated into Oakton's classrooms and have resulted in campus- and community-wide action.

This year, Oakton's ICCB Leadership and Core Values funds have supported the compilation and distribution of a handbook for seminar participants and other interested parties, including those interested in teaching the Ethics in Higher Education seminar at other institutions. The anthology includes sample syllabi and samples of work produced by course participants. It was distributed at a one-day symposium, May 4, 2002, entitled "Philosophers at the Community College," funded, in part, by Oakton's current Leadership and Core Values grant. Twenty-six ethics professors representing 14 Illinois community colleges participated in the symposium. The afternoon session was a discussion of teaching ethics across the curriculum, during which Oakton's Hollace Graff presented the Ethics in Higher Education course. We believe this is the first time that community college philosophers in Illinois have met. They have now decided to form a community college network for philosophy faculty and are planning a second meeting this fall at College of Lake County.

As an outgrowth of the interest stimulated by the Ethics in Higher Education seminar, Oakton is continuing to explore the establishment of a campus Center for Ethics. The Center would provide encouragement to and support for faculty members wishing to extend their understanding of ethics into their curriculum and pedagogy. It would also provide opportunities to increase values outreach efforts in the larger community.

In June the College received word that our Leadership and Core Values program received one of three state awards. Clearly, Oakton's Ethics in Higher Education seminar has had considerable impact within the College and has ignited a spark in 14 other Illinois community colleges, from Lewis and Clark to College of Lake County.

Best Practice - Administrative Or Financial Productivity Improvement

For the three years, July 1998 – July 2001, Oakton used the Oracle Government Financials suite of applications, including a module to handle Purchasing. In that time frame, we were never able to implement the promised set of purchasing enhancements that were an important part of our plan. When Oracle pulled that product line from its offering, we migrated to a new product, Jschool from Acrux Corporation. One of the goals of this migration was to help us achieve the Purchasing Department efficiencies that had eluded us in our previous systems.

The purchasing department is staffed with a purchasing manager and two purchasing assistants. Since requisitions were hand written or hand typed by college office personnel, the purchasing staff had to rekey in all relevant data into the computer based purchasing system. In addition, all notifications back to user departments were done manually. There was no way for offices to check on the status of requisitions or purchase orders without making an inquiry to the purchasing department.

Shortly after our live implementation of Jschool in July 2001, we began with a pilot project that included a small group of college offices. These offices account for a substantial percentage of the college purchases, and included Facilities, Information Technology, Alliance for Lifelong Learning (our non credit program) and Science Laboratories (Chemistry, Physics and Biology). In fall 2001, personnel in these offices were trained to do their requisitions directly on Jschool. Online requisitions were immediately validated for account numbers and available budgets, and then routed to the appropriate administrator for approval. Funds were automatically encumbered and the requisition was then electronically forwarded to the Purchasing Manager. The purchasing assistant then handled details as necessary, without requiring any rekeying of requisition information. As the purchase orders are generated, the requesting office can check on the status through online inquiries. Automatic email notifications further streamline the process.

This move to online requisitioning has saved the purchasing assistants 8 hours per week in redundant data entry chores. Time has also been saved manually checking and correcting account numbers and fund balances. This time can now be better spent in working with vendors to improve pricing and services to the college. We also noticed a dramatic decrease in overtime during our peak processing periods. As we expand this capability to all college offices in the next fiscal year, it is expected that we will save a substantial number of staff hours per week.

While streamlined purchasing is not our core business, our ability to improve this operation has allowed us to better serve the students.

PARKLAND COLLEGE

Examples of Best Practice

Instructional Best Practice - ACADEMIC DEVELOPMENT CENTER

The Academic Development Center at Parkland opened in the fall 2001 semester and provides a holistic approach to serving the academic, advocacy, and student development needs of students enrolled in remedial courses. The center was formed after research conducted by a campus committee on developmental education found that such an approach is best for helping these students adjust to the expectations of higher education. The Center's overall goal is to improve programming on Parkland's campus through intensive student support, curriculum and faculty formation, and program evaluation. The director coordinates the services listed above, as well as programming for developmental education across the other academic departments at the college and with district high schools. For students, the Academic Development Center provides a structure to address both cognitive and affective needs. In the fall 2001 semester, 117 students received services and enrolled in classes, and 139 students received services from the center and enrolled in the spring 2002 semester. Overall for FY 2002, 185 enrolled students (unduplicated headcount) received services from the Center.

Students can receive one or more of several services. One service, advocacy, focus the most intensive efforts on those students whose assessment scores indicate challenges with reading and writing at the college level. The Student Development Advocate connects students enrolled in developmental courses with academic and student support services on-campus, and with social services in the community. At times students are asked to participate in "wraparound staffing" to ensure that they are receiving the services they believe they need to be successful. In the fall 2001 semester, 87% enrolled students of those receiving services at the Center had some contact with the advocate and in the spring 2002 semester, 90% students had some contact.

Another service, academic development, provides academic support to students enrolled in developmental courses who have learning disabilities, or a pattern/history of learning difficulties. The Academic Development Specialist assesses students' preferred learning styles, teaches study methods, and organizes academic skill-building workshops. In the fall 2001 semester, at least 26% of the students served had contact with the Specialist and 23% in the spring 2002 semester. Many more are served on a drop-in basis through the computer lab. This 16-station computer lab is available only to students enrolled in transition-level and developmental courses at Parkland. Some of the computers are equipped with software designed to assist students with specific reading and writing difficulties. Students may receive help with computer-related questions from the Academic Development Specialist, the student lab monitor, or course instructor.

Bridge Programs are short-term classes (one to three weeks) that are offered free of charge to help prepare at-risk students to enter Parkland College. Students enroll in a Bridge class the semester before their first enrollment at the college. Students may be referred to the Bridge Program by their high school counselor, a Parkland counselor or advisor, or they may refer themselves. Some students enroll in the Bridge Program because they are unsure of their readiness for college. Others enroll after receiving assessment results that suggest they could benefit from additional support. During the Bridge class students become familiar with

many resources available on the campus and with the academic and social expectations of college. In the fall 2001 semester 19 students (16%) were served by the bridge program, and 14 (10%) were served in the spring 2002 semester.

Initial data on the Center is promising. Of the 117 students who received services and enrolled in the fall, 93 (80%) were enrolled as of the last day of the spring semester, and 68 (58%) also received services in the spring term. This return rate is close to that of the persistence rate first-time, full-time students and considerably higher than that of credit-seeking students (63%).

Administrative Best Practice - INSTITUTIONAL PLANNING

Initiated in 1991, Parkland's institutional planning process is closely tied to the college's mission and purposes. It is a consensus-based planning process committed to using data-based projections and knowledge regarding the impact of known future events to anticipate opportunities and threats that will require responses. The planning process addresses three themes from the college's mission and purposes: student development, community service, and process. The three major components: strategic, operational and budget planning form a continuous feedback loop, with both internal and external information and data providing ongoing assessment to refine the planning process itself.

Strategic planning, the long-term component of the planning process, is revisited and refined during the spring of even-numbered years. Strategic planning spans a five-year period and specifies in broad strokes the directions in which the college must move to accomplish its mission and purposes. The college planning committee and the administrative e-team use the evaluation of planning effectiveness from previous years, environmental scanning of key data and trends, and input from stakeholders--faculty, staff, community leaders, and organizations--to review and revise the key strategic points. The proposed plan is then distributed to the campus community via e-mail open hearings for comment. Revisions to the plan based on these comments are made, and the college planning committee, Parkland College Association and the board of trustees approves the final draft. The approved strategic plan is then used to develop short-term objectives through the operational planning process.

The operational planning drives budgetary priorities and initiatives. One-year plans and plus-two-year plans are used to specify those initiatives that are carried over from one year to another. Each fall, faculty, staff, and administrators use information from the college strategic plan and focused strategic plans, such as those in agriculture, information technology, industrial technologies, health care, and workforce development, to develop department and unit action plans. The chair of the college planning committee prepares an initial draft operational plan for the committee's review and discussion using the submitted action plans. The draft operational plan is then sent via email to all faculty, staff, and administrators for comment. Revisions based on these comments are made, and the college planning committee approves final drafts of the one-year and plus-two-year operational plans.

Once the operational plans have been developed, budget planning can begin. Department and unit budgets are prepared and included in the initial college budget, using the operational action plans as a guide. Requests are prioritized, and allocations to items such as instructional or office equipment are made. Early in the budget process, the president determines a budget allocation for funding operational planning

initiatives not included in the initial budget. Unallocated action items are eligible to compete for these funds, and the college planning committee is responsible for review and ranking of these unbudgeted operational action plans. The department/unit budgets are reviewed with each department chair/director, and any action items with no allocation are removed from the department operational plan. Funded plans become the operational plan for the department/unit and each spring, department/unit administrators update the status of the implementation, indicating whether and to what extent the action plan item has been completed.

Throughout the entire institutional planning process is the infusion of information from both external and internal sources. Data and information serves two major functions in the planning process: as input at the beginning of a process, and as feedback to allow for evaluation and adjustments during the process. The Office of Institutional Research and Evaluation coordinates much of the data and information gathering. However, other assessment initiatives such as the results of program advisory committee meetings, academic assessment and institutional effectiveness assessment, and the program-review process are also relied on.

PRAIRIE STATE COLLEGE

Best Practices

Instructional: Upholding Academic Standards through Faculty Collaboration

Grade inflation has become a national issue at all levels of education, from elementary school to graduate school. In recent years it has repeatedly been a topic of discussion and debate in the *Chronicle of Higher Education*. When the *Boston Globe* published an article (October, 2001) reporting that **91 percent** of the spring 2001 graduates from Harvard University graduated with honors, the story became front page news in the popular press as well. Knowing that Prairie State College is only one of many institutions with the problem of grade inflation in no way reduces our chagrin or diminishes our determination to work together to address this issue at our own college. As Henry Rosovsky, former dean of Harvard University's Faculty of Arts and Sciences, and Matthew Hartley, a Lecturer at the University of Pennsylvania's Graduate School of Education, asserted in their report, *Evaluation and the Academy: Are We Doing the Right Thing? (*American Academy of Arts & Sciences, 2002), "Simply to accept the status quo is not acceptable professional conduct. We need, if possible, to suggest ways for institutions to initiate reforms that will allow as clear gradation as possible to replace the present confusion."

Our first step in January 2001 was to analyze the grade distributions for the last ten years (1990-2000) in all developmental and college credit courses. We discovered that the percentage of A grades ranged from a low of 27% in 1990 to a high of 33% in 1995 and 1996, and then gradually declined to 30% in 2000. Similarly, the combined percentage of A and B grades ranged from 51% in 1990 to a high of 55% in 1995 and 1996, and then decreased to 52% in 2000. Though the pattern clearly was moving in the direction of more rigorous grading standards by 2000, the grade distribution was still disturbing, particularly in light of faculty complaints about the declining preparedness of their students.

When these statistics were brought to the attention of our faculty, first at a meeting of the department chairs and then at an all-faculty meeting, they were astonished and concerned. The initial discussions among the faculty and academic administrators focused on the potential causes of this problem. The administrators were not accusatory and the faculty were not defensive. We all simply wanted to get to the heart of the issue and to address the problem.

Soon after the early data analysis and discussion, the leaders of our Faculty Senate decided to make this issue their priority. They drafted a **Faculty Senate Statement on Academic Standards,** which they presented at a general session of all faculty at our Fall 2002 Convocation. Academic administrators were delighted with the quality of the document and pledged to support faculty in upholding rigorous standards. Faculty Senate members then facilitated small breakout groups of faculty to discuss academic standards, the Faculty Senate position, and new strategies to maintain academic rigor, without compromising the support community college students need. A copy of the **Statement on Academic Standards** was incorporated into the faculty handbook and distributed to all adjunct faculty.

Prairie State College faculty collaboration to address this issue was exemplary. A copy of their full document is attached. The preamble reflects the tone of the document:

> We, the Faculty Senate of Prairie State College, are committed to upholding rigorous learning standards in all areas of the College....While the specific standards we set in different programs and courses will inevitably vary, it is nevertheless crucial that there be institution-wide support for academic rigor. All faculty, whether full-time or adjunct, must require their students to meet rigorous course standards and should expect their colleagues to do the same.

Administrative: Energy Savings Initiative

During the past year, Prairie State College has seriously approached the issue of energy cost-effectiveness. We have created an in-house campaign to educate all staff about the possibilities for altering behavior in only minor ways that can result in huge savings to the institution. The Board has approved a ten-week experiment this summer to keep College operations open on a four-day week basis. The educational campaign, the four-day summer week and better tracking of our energy resources, has seemed already to pay big dividends. During our first full calendar year (2001) in this program, the College saved over $100,000 in energy cost reductions.

REND LAKE COLLEGE

Examples of Best Practice

INSTRUCTIONAL PRACTICE OR STUDENT SERVICE

Dual Credit Supervision

Rend Lake College began dual credit supervision in the fall of 2001. Although Rend Lake College had been generating dual credit in the vocational areas prior to that time, the academic areas did not become involved until then. In an effort to ensure quality and consistency, Rend Lake College established guidelines for dual credit.

One of the unique components of Rend Lake College's dual credit guidelines is the involvement of the dual credit supervisor. Whenever a high school instructor is teaching the dual credit course, a supervisor from Rend Lake College's full time faculty is appointed. The responsibilities of the supervisor include: reviewing the college course outline and the college grading scale with the high school instructor, accompanying the high school instructor to RLC's part-time orientation, and maintaining professional contact with the high school instructor throughout the course to ensure consistency with college course material. In subjective areas such as English, the supervisor also provides examples of previous graded work to establish grading guidelines. Math supervisors review the math exams that are given throughout the semester. The high school instructor is required to submit samples of graded work to verify that college standards are being imposed. The supervisor and high school instructor go over these samples together if there are discrepancies.

A key responsibility of the supervisor is to visit the high school class at least three times each semester. The guidelines state that the first visit should occur during the first two weeks of the semester and the second must occur prior to midterm. It is believed that early visits provide an opportunity for intervention if the course is not meeting the college's standards. After each visit the supervisor is to provide a short, written course evaluation to the Department Chairperson. If the supervisor detects problems, they are discussed with the Department Chairperson immediately. Depending on the severity of the problem, it may be addressed by the Department Chairperson, the Dean of Instruction, and/or the President. While such situations are handled carefully, intervention does occur when the objectives of the course and/or the standards of the institution are in question.
The dual credit supervisor also provides the high school instructor with the college course final exam, and the high school instructor is required to administer the exam as the course final. The supervisor sees that the high school instructor provides the college with a copy of attendance records and grade book at the completion of the course. In short, the supervisor serves as a liaison between the high school and Rend Lake College.

The dual credit supervisor is paid a stipend of $500 per course for their leadership. Typically, a faculty member will only supervise one high school instructor per semester, but if they supervise multiple sections of a course, they are paid $500 per instructor per course. After the dual credit class has been taught successfully, the supervisor is only paid $250 per course with the understanding that they will visit the high school instructor at least once during the semester. Initially, there was concern among faculty that students

receiving dual credit would not be held to the same standards as students on campus. However, faculty who serve as supervisors have been reassured that dual credit courses meet the standards of the college. Faculty have also seen that while upper administration is very enthusiastic about dual credit, they are supportive of a system that involves faculty in the regulation and standardization of dual credit courses. Thus, the supervision component of dual credit allows faculty input and involvement while simultaneously assuring quality and consistency.

ADMINISTRATIVE OR FINANCIAL PRODUCTIVITY IMPROVEMENT

Rend Lake College MarketPlace

Rend Lake College administrators spent considerable time the past year deciding how to remedy several concerns. It would now appear they "shopped around" until they came up with the perfect solution.

- The Ina-based community college was looking for space to expand in Mt. Vernon, the largest community in its district.
- College officials were strongly encouraged to assist state agencies in their search for a large enough facility to accommodate the mandated
- One-Stop Center"concept.
- Bankruptcy proceedings against the owner of a local factory outlet mall on the outskirts of town were threatening to turn a 100,000 square-foot facility into a deserted ghost town. Its proximity to Interstate 57 and 64 meant an unwelcome message the community would be sending to thousands of passers by daily.

The end result is the Rend Lake College MarketPlace, an original blend of educational and business opportunities intermingled in a one-of-a-kind environment conducive to successful ventures.

It made much more sense to RLC President Mark S. Kern, Dean for Finance and Administration Bob Carlock and the Board of Trustees to purchase existing space at $40 per square foot and renovate it rather than attempt to build new space estimated at $160 per square foot. College officials determined the former outlet mall "serves the future needs of the college in Mt. Vernon, the needs of the State of Illinois "One-Stop Center"and provides a viable investment opportunity."

The RLC MarketPlace features approximately 25,000 square feet dedicated to college-related functions, including grant programs, economic development, adult education, classrooms, computer labs and a conference room; 35,000 square feet for state agencies such as the Illinois Department of Human Services and the Illinois Department of Employment Security, and 40,000 square feet for an eclectic variety of businesses.

That's right. The public, comprehensive community college operates its own Golf Outlet and is landlord to the popular LoneStar Steakhouse and 6-10 other retail stores, most of them locally or regionally owned.

Where else in the Midwest can a person check out employment potential, then sign up for a computer class

or career-technical program, begin working toward a two-year degree, possibly take a higher-level course that will count toward a bachelor's degree or go in search of gifts or other goods?

A built-in weekday workforce of 125-150 full-time employees - a k a potential shoppers/ buyers/students - and parking space for 350-plus vehicles are added bonuses for each of the MarketPlace entities and surrounding businesses.

College officials foresee a 12-15-year payoff on the $3.5 million purchase and $2 million renovation costs thanks in large part to a 10-year lease agreement with the State of Illinois and rental income from a couple of its own grant projects as well as the retail merchants. After alternative revenue bonds are paid off, administrators expect the RLC MarketPlace to provide a substantial revenue stream for the college for years to come.

Mt. Vernon should benefit from substantial sales tax and property tax. Mr. Carlock expects the mall to generate as much as $100,000 a year in property taxes. President Kern estimates $300,000-$400,000 annually in sales taxes, including state sales taxes. But the real winners should be the students/clients seeking help from the cooperating agencies which are now in close proximity to one another.

Rend Lake College Golf Outlet

The 6,550-square-foot facility has quickly become the cornerstone of the retail stores. Golf aficionados from far and wide are discovering a total golf center emphasizing all major brand name merchandise and customized fitting service. The mission of the RLC Golf Outlet is to assist Rend Lake College in achieving its goals by training students in an applied business world atmosphere, while at the same time contributing to the economic development of Southern Illinois.

College Programs

A large enough selection of credit classes each semester will enable prospective students to earn at least the first year toward an Associate Degree, without any scheduling conflicts. More than 70 one-day and evening workshops are scheduled Fall Semester to provide computer training.

One storefront will serve as a showcase for works by students in Rend Lake College's award-winning Art program. Students who are able to sell their artwork in this manner will, in turn, be on hand frequently to display their talents to the public.

Tentatively scheduled for permanent moves to the Mt. Vernon complex are the relatively new Massage Therapy program and Culinary Arts Management. A coffee and sweet shoppe, which could serve as a valuable training ground for Culinary Arts students, is coming soon.

Grant programs relocated to the RLC MarketPlace are the 12-county Child Care Resource and Referral program operated by Rend Lake College, including the statewide Illinois ChildCorps (AmeriCorps) project, and a wide variety of Adult Education programs and services.

Discussions likewise have centered on the possibility of providing ongoing space for classes offered by

Southern Illinois University-Carbondale and the local YMCA.

State Agencies

The comprehensive, "One-Stop" Illinois Employee and Training Center, in addition to Human Services and Employment Security, encompasses the Workforce Investment Act (WIA), managed in Southern Illinois by Man-Tra-Con, Inc., and the Office of Rehabilitative Services. About half of the mall's full-time workforce will be state employees in this public-service sector. College administrators worked closely with state representatives to remodel the existing building to meet agency needs. For example, one of two breeze ways connecting four distinct buildings has been completely enclosed and made part of the huge "One-Stop" facility in order to accommodate the state employees "under one roof."

The City of Mt. Vernon and a locally owned bus provider received state grant monies to offer transportation to and from the RLC MarketPlace, since it is a few miles away from being accessible to some citizens, including the largest sector of the district's minority population and many other aid recipients.

RICHLAND COMMUNITY COLLEGE

EXAMPLES OF BEST PRACTICE

Instructional or Student Service "Best Practice":
High School Sophomore Assessment

Because of local concerns about the preparation of high school students in core course content, Richland Community College and two District high schools developed and implemented a collaborative project involving 264 sophomores. Richland Community College staff administered the ACCUPLACER, a battery of mathematics, sentence skills, and reading comprehension tests created by the College Board, to sophomores at MacArthur and Eisenhower High Schools in Decatur, IL. This project had been devised and run as a pilot project under a Title III initiative in 2001, and because of its success high school administrators wanted to continue.

Working with the counselors and principals of the two schools, Richland staff administered the exams during English classes at the two high schools. Sufficient time was available for most students to complete the battery of mathematics, sentence skills and reading comprehension tests and not feel rushed. In taking the computer-adaptive untimed tests, students first complete a brief series of background questions and then complete the tests.

The tests were used as a way to evaluate whether students were on track with their educational plan, whether they needed to increase their efforts, and whether they might be eligible for dual credit or credit in escrow courses. With address labels and postage provided by the high schools, letters were sent to parents of students showing their results and an interpretation of those scores. Information was also sent to show what courses students would have to take if they came to Richland. However, this project was not done as a recruitment effort. Test results are not entered into the College's database unless a student actually comes to the College to enroll in a course. Copies of the test scores, letters, and other inserts, both paper copies and information in a database, are sent to the high school counselors for their use.

Plans for continuing this project are currently being discussed. While Eisenhower High School's testing was not completed due to technical difficulties, administrators from both schools believe that this testing will reinforce for students the need to take four years of English and mathematics in order to be prepared for higher education.

Administrative or Financial Productivity "Best Practice":

Richland Community College strives to incorporate best practices into the institutional structure. Some of the practices result from our seeking information from outside the College to bring into our everyday operations. We are continuously seeking ways to improve customer service through improved actions or gain operating efficiencies through procedures that improve productivity. The practices incorporated during the past year are not necessarily new or particularly innovative; however, they demonstrate our efforts to provide a financial savings to the institution and give students additional options for services.

One of best practices implemented during the past year relates to the College's facilities. A study of our energy usage indicated that financial savings could be realized by installing new energy efficient electronic lighting throughout the facility. The College's electrical usage annually consumes approximately twenty percent of the Operations and Maintenance budget. With the development of electronic ballasts and lower temperature lighting, it became apparent that a savings could be gained by replacement of the fluorescent lighting. Engineer's estimates indicate that a savings approaching 20% annually may be gained as a result of lowering the energy consumption by the re-lighting project. This becomes a significant savings for the Operations and Maintenance budget.

This project called for the replacement of all classroom, office, and corridor lights. The project received up-front funds and will offer savings continuously for years to come. A secondary effect that resulted from this project included improved lighting levels. One characteristic of the electronic lights is that higher light levels are achieved with lower energy usage. Another positive effect of the higher output lighting allowed the College to modify how individual light fixtures were connected to the switch. Often, classroom instruction is done with LCD projectors which require lower light levels during usage. Because of the ability to "turn-on" various combinations of classroom lights, lower light can be easily achieved. This produces a better learning environment and saves additional energy. The lighting project has been well received by the campus community.

Under the improved services spectrum, the College recently implemented a third party tuition payment plan. The program gives students the ability to automatically have their tuition payments made through a direct debit to their bank account. The third party vender also offers students the ability to make the payments over the Internet using a credit card should they select to make their tuition payment in a lump sum. The Internet service is available twenty-four hours a day seven days a week. In addition to the increased service the College is providing students through expanded hours, the College has gained a small amount of staff productivity. Staff no longer have the responsibility for collecting the payments and making student account entries. This process has been automated as a result of the tuition payment program.

ROCK VALLEY COLLEGE

BEST PRACTICE
Administrative Example

Center for Learning in Retirement

The Center for Learning in Retirement (CLR) began at Rock Valley College in 1993 with a mere five classes. This program is based on the premise that retirees seek lifelong learning opportunities in their community. Through the Center, older adults (ages 55+) can take affordable, short-term courses in history and current events, physical and social sciences, and the performing arts. The hallmark of the Center's program is the semester curriculum, offered both spring and fall. Curriculum is developed by a committee of retirees, all coming together to share ideas and organize subject matter for a diversified and interesting series of classes. What better "barometer" for what's needed than retirees themselves?

This program has witnessed a dramatic growth since its inception in 1993.

1993 to Present:

Membership in CLR:	up 975% from 186 to 2,000
Class offerings:	up 1460% from 5 classes to 78+
Enrollment:	up 182% from 791 people in 1994 to 2228

The older population is expected to expand between the years 2010 and 2030, when the last of the baby boomer generation reaches age 65. Indications are the above figures will change as the population changes.

The Center got its start because of a community need for social and intellectual activities for retirement-aged people, our fastest growing population. The emphasis on lifelong learning is what sets this program apart from other activities and events planned specifically for retirees. The mission of Rock Valley College is to be a leader in the area of lifelong learning. The Center for Learning in Retirement is part of that mission.

Administrative Example

Rock Valley College - Northern Illinois University
Success by Degrees

Many of the students who graduated from Rock Valley College found themselves in a dilemma: they wanted to pursue a baccalaureate degree but could not leave the Rockford area and could not afford private school tuition. Over the years, it became a common plea on graduate surveys -- students wanted RVC to provide them with another two years of education so they could get their baccalaureate degree. On January 15, 2002, President Roland J. Chapdelaine of Rock Valley College and President John Peters of Northern Illinois University came up with a solution. The two schools entered into a partnership where

NIU would offer upper-level courses for high demand programs entirely in Rockford, but mostly at Rock Valley College.

The following principles were identified to help direct the initiative:

- Programs would be demand driven
- Courses would be offered at prevailing tuition rates, adjusted to costs of off-site delivery
- Students would be encouraged to take advantage of the dual admissions agreement already in effect
- RVC and NIU would be willing to take reasonable risks to initiate desired programs and would engage in joint needs assessment, recruitment and marketing activities
- RVC and NIU would be committed to the implementation of the partnership.

The first steps included forming a Coordinating Committee to identify specific goals and objectives, along with actions needed to keep the project on target. Other work groups were identified to address all of the details, e.g., marketing, needs research, coordinating admissions, student services, financial aid, finding rooms, etc. Within a few months, eight programs were identified for implementation over the next year. Brochures and a website were created to help disseminate the information (www.rvc.niu.edu). A marketing plan was written to include information sessions, orientations, and media coverage. The response to the project has been overwhelming.

From an administrative standpoint, this project has allowed the two schools to explore partnering in new cost-efficient ways through the sharing of resources. Classroom space is being shared and discussions are on the table concerning student support staff, marketing costs, and a shuttle bus to get from site to site.

CARL SANDBURG COLLEGE

Best Practice--Academic

Carl Sandburg College has developed an online course and supplement development training program to assist faculty with getting their courses or supplemental materials online. This training program is faculty driven and directed. The program consists of five-day training program that begins after graduation in May. Faculty who want to attend are paid a stipend and all training is conducted by a faculty member who is also the coordinator of online development. Support is then provided throughout the following academic year to the faculty member to get course materials online. Various grants are also used for faculty members to provide extra dollars for additional supplies such as CD ROMs etcetera for use by the students. This program has been in existence for four years and has now been opened up to adjunct faculty members as well. At the time this program started, the college had no online courses available and now in 2002, 50 courses have been developed and countless supplemental materials.

Best Practice--Administrative

Carl Sandburg College has engaged in taking an aggressive approach to energy conservation on campus. In 1996 with Board approval, the College entered into an agreement with Johnson Controls, Inc. for the first phase of an Energy Saving Plan, in 2000 entered in its second phase, and currently, the third phase is in progress. Overall energy savings to date are $420,142 for the first phase, $19,325 for the second phase, and $24,638 for the third phase. Consequently, energy costs have dropped on an annual basis and in fact are below the state average, as well as the College continues to reap the financial benefits of lowering its overall operating costs.

SAUK VALLEY COMMUNITY COLLEGE

EXAMPLES OF BEST PRACTICES

Exemplary Student Service

The Student Ambassador Program was created: 1) to offer SVCC students an intensive student leadership opportunity stressing ethical principles, and 2) as a student-based community outreach program, with a secondary goal of improving and enhancing college relations. While SVCC offers the more traditional array of leadership opportunities through clubs and activities, there were no programs on campus that emphasized ethical values and outreach with the community. The Student Ambassador program provides students with the opportunity to develop leadership skills such as effective citizenship, organizational skills, communication/presentation skills, and decision-making skills. Once students develop these skills, they have the opportunity to design and carry out outreach projects following them through to completion – i.e., involving planning, organization, implementation, and marketing.

The SVCC Ambassadors have been very creative and innovative in their project selection and implementation. For example, to better meet the needs of district high school students, the Ambassadors planned and hosted a High School Student Leadership Conference in the fall. Then, to meet the needs of district middle school students, they sponsored the first annual Middle School Quiz Bowl. Notably, the Quiz Bowl is a game show called "Who Wants to Be A College Student?" geared toward 4th, 5th and 6th grade students. The show has the goal of fostering higher educational aspirations in middle school students. Finally, a "Golden Age" program was created to assist in promoting services and activities at the College that address the needs of the elderly.

One of the chief features of this approach is that college students are placed at the "front lines" in interactions with different sectors of the community – i.e., they are being asked to serve as models. In the past two years, the Student Ambassadors have reached over 1400 middle school students alone. These activities have provided the opportunity for these young grade school students to ask questions of some of our best and brightest student leaders.

The program has been evaluated in a variety of ways including individual program evaluations and Student Ambassador performance evaluations. This Game Show program in particular has been praised by middle school teacher evaluations as a great learning tool. In one person's words, "It (the game show) introduced them to possible occupations, the importance of higher education, and to what Sauk really offers."

Several elementary school educators have taken the time to write or call College administrators to express their appreciation of the program.

Students' own evaluations of the Leadership Workshop they completed prior to participating in community outreach programs (which included a Ropes/Team-Building Challenge Course) were 3.86 or higher on a 5-point scale. Some sample student comments were: "I learned how hard it can be to be a leader when values or ethics are in question;" "Opens eye that volunteering does help to self;" "Motivational – makes you feel as if what we do makes a difference;" and "I was inspired to try some new things in my tutoring

assignment."

In sum, by thinking "outside the box" and training students to engage with the community, the rewards were doubled.

Exemplary Administrative or Financial Productivity Improvement

Sauk's cafeteria is managed by a contract food service firm, Consolidated Management Company. Consolidated Management introduced the "Punch-a-Lunch" (PAL) card to Sauk several years ago. The program allows customers to pay $20 for a card that grants $22.50 worth of cafeteria purchases, with purchase amounts "punched" off as it is used. Sales of the card were stagnant for the first several years, as they were sold only in the cafeteria itself. However, starting in FY 01 and expanding greatly in FY 02, the Business Office started selling the cards to students. That allowed the College to charge card purchases to students' accounts, applying financial aid credits towards the purchases or billing students as appropriate. Card sales grew by 26%. This system created a "win-win-win" situation, as cafeteria sales increased, a new convenience was provided for students, and students were encouraged to visit the Business Office for a positive experience.

SHAWNEE COMMUNITY COLLEGE

Early Child Care Center

For the past several years the college has subsidized the Early Child Care Center in order for it to stay in operation. However, last year the loss to the college was substantially more, and it was decided to look at what could be done to continue having the Early Child Care Center for the benefit of those students and staff who use it. The options were: raising the rates substantially; cutting back on some of the services provided; closing the center; or out-sourcing the services.

Southern Seven Head Start was awarded funding to implement early head start for infants and toddlers in this area. This would duplicate the college's services, and because the college is in partnership with Southern Seven as they are housed on our campus, it was determined that it was worth investigating. It was found that the Head Start Program could offer additional opportunities and services that the college could not offer. Southern Seven assured the college that they would do everything possible to accommodate all the children currently served by the college program, and they have followed through with that pledge.

The transition of responsibility for the Early Child Care Center operations was a sound fiscal move for all parties involved, and it maintains quality child care services for SCC staff, faculty and students. With the budget rescissions enacted and the rescissions that may be forthcoming, it was decided this was in the best interest of the college, financially. With Southern Seven assuming operation of the Early Child Care Center, the college will save approximately $35,000 - $40,000 per year.

New Student Orientation

Shawnee Community College developed and piloted a New Student Orientation Program as part of the overall college retention plan. In the Fall 2001 semester, all new students were invited to attend a five-hour orientation program. Students were notified of their assigned orientation day via letters, advisors, and phone calls. The orientation program was designed and marketed as the first step toward student success. The components of New Student Orientation were as follows:

Session 1 - Welcome: The College President and/or the Vice President of Student and Administrative Services gave welcoming remarks. The orientation co-chairs gave an overview of the activities for the day and introduced the incoming students to their student leaders. Sixteen student leaders were employed and attended 20 hours of training prior to becoming student leaders. The new students were divided into four groups and four students leaders were assigned to a group.

Session 2 - Group Ice Breakers: The student leaders conducted a 20-minute icebreaker with each group in order to facilitate dialogue between the students. A major goal of orientation was to provide the opportunity for new students to meet their new peers.

Session 3 – "Okay, so what's it going to take to make it?": Faculty members participated on a panel designed to provide new students with basic college survival skills such as note taking, attendance policies, time management and college faculty expectations.

Session 4 – "Show me the money" and "Surfs Up": The Bursar provided information concerning payment, billing, and check cashing policies. Financial aid staff explained federal and state financial aid guidelines, distribution of financial aid, availability of scholarships and student work-study opportunities. The "Surf's Up" section included an introduction to the college homepage and establishment of student email accounts.

Session 5 – ID Cards and Parking Permits: Students were issued a picture ID and a college parking permit.

Parent Session: During each orientation day a parent session was conducted to provide college information and to answer questions. The topics covered were similar to student sessions.

Wrap Up: Students completed an evaluation while eating pizza and listening to music. The evaluation results indicated that 92 percent of the students rated the orientation program good to excellent.

SOUTH SUBURBAN COLLEGE

BEST PRACTICE – NEW STUDENT CENTER

In the Spring of 2001, South Suburban College had begun to address the previously assessed need to improve the enrollment process at the College. The Enrollment Management Department had been responsible for the usual recruitment activities; attending college fairs, visiting high schools and giving tours of the College. The office answered telephone inquiries and mailed information to potential students. The physical appearance of the office was not inviting, having a single entry door with a small window. Once students were recruited at the high schools or in the community, they began their enrollment at South Suburban College by standing in line at the Admissions or Registration counter. The staff of Student Services was well aware of and wanted to eliminate the frustration that students often encountered when they could not have their initial issues resolved in one step. A student cannot possibly know all the steps to enrolling—assessment, advising, completing forms, registration—and backtracking (and the proverbial run-around) sometimes ended in confusion or worse. South Suburban College did not see student mass confusion as a valued rite of passage of the college experience that was worth keeping.

The first step in changing the Enrollment Management Office to a New Student Center was to open up the front of the office by installing double glass doors. Next, the Enrollment Management Director upgraded the training of the entire staff: recruitment coordinator, recruiters, information specialists, secretary, part-time and student workers. There were all trained more extensively in assessing the initial requirements of the many diverse students entering the College for the first time. Finally, campus-wide communiqué's announced on several occasions in the following months: "New Students Start Here—The New Student Center." Soon the cooperative efforts of the College Administration, Faculty, and Staff guided new students to the New Student Center where an individualized approach takes each new student through the steps to enrollment. A staff that reflects the diversity of the local community helps potential students with the appropriate completion of forms and connections to assessment, services, counselors, advisors, and teaching faculty. If a new student needs to go to a faculty member's office or to counseling, a staff member escorts the student and ensures that the connection is made. In the New Student Center, a friendly, knowledgeable staff provides information about the many programs of the College and provides the support students need to enroll in the programs without any hassle. As the College's enrollment has increased significantly, the New Student Center has made the influx of new students a smoother process, as well as contributing to the increase (and to the retention of students) through the high quality services provided in the Center.

SOUTHEASTERN ILLINOIS COLLEGE

Academic Based Best Practice

International Education

During the 2001-02 academic year Dr. Joan Ferrell, Illinois Consortium for International Studies and Programs (ICISP) coordinator at Southeastern and a member of the Humanities Division, added a dimension to international education at S.I.C. Dr. Ferrell designed a course that provided students, faculty, staff, and district residents with the opportunity to experience France for ten days. As the French instructor at Southeastern, Dr. Ferrell designed the travel opportunity based upon her work with ICISP, her personal travel, and her content area of French and English. The trip was a wonderful opportunity for those in the Southeastern Illinois College district to participate in an international education experience. A group of twenty-three participated in the tour from May 26, 2002 through June 4, 2002. The group traveled to Paris, Colmar, Turkheim, Reims, and Strasbourg. During the ten days, members of the group were immersed in the French culture - art, architecture, religion, history, food, etc. The time spent in the Alsace-Lorraine area provided group members with a true European experience.

Plans have been made for a trip to Italy in 2003. From May 24, 2003 through June 2, 2003 Southeastern will again provide individuals with an opportunity to immerse themselves in the Italian culture. Working in collaboration with the art instructor at Southeastern, Julia Pfeiffer, Dr. Ferrell has designed a trip which focuses on art and architecture. The group will travel to Rome, Sorrento, the Island of Capri, Florence, and Pompei.

Administrative or Financial Productivity Improvement Best Practice

In October 2001, Southeastern made available to students an online student information/registration system. That system, which was named Falcon Net, gave students on-demand access to a great deal of information via the web. However, it also accomplished another important task, which was to improve administrative and financial productivity. Following are examples of how both administrative/staff time and dollars have been saved.

Initially, Falcon Net was made available to instructors, giving them online access to class rosters. This allowed the Enrollment Services Office to eliminate the printing of hundreds of pages of beginning class rosters during the first two weeks of class. Prior to Falcon Net, four complete sets of beginning class rosters were printed, collated, and sent out to each instructor. Now only one set is printed and sent. Instructors may print updated rosters at any time and from anywhere they have web access. The next step will be online submission of grades by faculty. In addition, faculty and administration budget officers may now monitor budgets "real-time." This has eliminated the necessity for printing and dissemination of budget materials, thereby allowing administration to reallocate time into more productive uses.

Southeastern was also one of the first community colleges in Illinois to eliminate grade mailings to students. Grades were available only online at the end of the Fall 2001 semester and have not been mailed since that

time.

Because students now have access to so much information online, a reduction in staff time for telephone calls and personal service has been realized. With this around the clock access and convenience, they have less need to call or come to the office for information or service. The following information is now available to students online:

- Schedule of their classes
- List of books (with their prices) needed for their classes
- Instructor's telephone extensions and email address
- Account information (tuition due, payments made, etc.)
- Complete academic record (unofficial transcript may be printed)
- Credit hours earned
- Current GPA

Students may also print all this information for their use.

The following processes may also be performed by students online:

- Submission of Application for Admission
- Registration for classes (for continuing students only)
- Online payment of tuition/fees

Under development is an online graduation audit that students will be able to perform. Financial aid information will soon be available online, as well.

Another unique activity undertaken using Falcon Net was our on-site high school registration. Early in the spring semester, testing and admissions personnel visited each area high school and gave all interested seniors the ASSET placement test and assisted them in completing applications for admission. Then in April and early May, a team of advisors again visited the highs schools and registered seniors for summer and fall classes. This process was welcomed by the high schools, providing great convenience for their students. Our intent, in addition to providing convenience and service to our area high school students, was also to improve recruitment and more efficiently utilize the time of available staff. An e-mail advising option is also being developed for use in the near future.

SOUTHWESTERN ILLINOIS COLLEGE

Best Practices

Workforce Development Scan

Colleges today are being challenged to develop creative and flexible training programs that will meet the needs of business. In February 2002, Southwestern Illinois College contracted with the Clarus Corporation to conduct a Workforce Development Scan of business and industry in the college district and the surrounding metro area. The purpose of this assessment was to define present and future training needs and then to determine how well Southwestern's academic and training programs are meeting these needs.

Twenty personal interviews and 332 telephone interviews were conducted with businesses in the Illinois counties of Madison, Monroe, Randolph, and St. Clair and in the city of St. Louis. In April 2002, Kathi Swanson, CEO of the Clarus Corporation, presented the college with the results of the Workforce Development Scan, as well as with challenges and recommendations on how Southwestern can revamp its curriculum, training, and delivery methods to better need the present and future employee needs of business and industry.

Southwestern's charge for FY 2003 will be to share the results of the Workforce Development Scan with the businesses who participated, as well as with the college community. Task forces will be established to address the challenges presented and to come up with strategies for meeting these challenges so that Southwestern will be providing the training, both credit and non-credit, in the format needed to prepare citizens in the college district for viable employment.

The Workforce Development Scan conducted by Southwestern Illinois College is an exemplary program which advances the *Illinois Goals*:

- **Higher education will help Illinois business and industry sustain strong economic growth.**

The results of the Workforce Development Scan will be used to ensure that SWIC is offering academic programs and training which meet the needs of employers in business and industry.

- **Higher education will join elementary and secondary education to improve teaching and learning at all levels.**

Partnerships with area high schools in a true 2 + 2 articulation are an integral part of the academic programs offered at SWIC. The results of the Workforce Development Scan will be used to assist in the development of dual credit opportunities with secondary schools in the district.

- **No Illinois citizen will be denied an opportunity for a college education because of financial need.**

Employers providing training initiatives and tuition reimbursement opportunities were identified as part of the Workforce Development Scan. This information will be beneficial in the development of alternate funding sources for students.

- **Illinois will increase the number and diversity of citizens completing training and education programs.**

Results of the Workforce Development Scan are reported by geographic location within the college district. This information allows SWIC to identify business needs within a specific area and to develop academic programs and training to meet the needs of employers within a targeted area.

- **Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.**

Results of the scan will be used to develop student learning outcomes which meet the needs of business and industry. These student learning outcomes will be used as an assessment tool to ensure the quality of SWIC's academic programs.

- **Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.**

Results of the Workforce Development Scan will be used to ensure that the programs being offered by SWIC are the programs needed by business and industry, thus making SWIC more accountable to our students as well as to our business and industry partners.

The Success Center

The Success Center, an academic support program at Southwestern Illinois College, offers students the opportunity to have individual and group tutoring, academic support software, workshops on specific academic and study skills, videos, the Early Alert System and an Online Writing Lab.

The Success Center opened fall semester 2000. During the 2000/01 academic year, 2,563 individual students visited the center for a total of 18,840 visits. Tutoring accounted for 6,850 of these visits. From fall semester 2001 through July 12, 2002, we have already had 2,752 individual students visit the Center for a total of 19,454 visits. We still have 2 weeks left in the summer semester. A very significant difference from last year is that as of July 12, 2002, 10,385 of the visits have been for tutoring; 3,535 more than all of last year or an increase of 52% in the number of visits that are for tutoring. Students are obviously taking advantage of a great service in the Success Center. An even better statistic is that the students who come to the Success Center are succeeding and are coming back to Southwestern for additional classes. Attached you will find statistics on successful completion rates and retention of the students who came to the Success Center for tutoring and for other services. As shown on the chart, 65% of spring 2001 students and 62% of fall 2001 students who came to the Success Center for tutoring successfully completed the class for which they received tutoring and 83% and 87% respectively were retained to the next semester, graduated, or transferred to another institution. Regardless of the services utilized, 78% of the spring semester and 87% of the fall semester students were retained to the next semester, graduated or transferred. These are very strong numbers.

During the past year the Success Center has implemented two new and innovative programs that are

available to help students at Southwestern Illinois College succeed. The first is the Early Alert System (EAS). The EAS is a computerized, web-based program that allows faculty members to identify students who are at risk of failure in their classes. Once identified as needing assistance, students are contacted via the telephone. The Assistant Director of Success Programs, who coordinates EAS, then meets with each student individually and identifies support services within the Success Center and in Student Development that are available to help the students succeed. Often she connects the students with tutors in the Success Center. The EAS program is very popular with faculty who now have an easy and effective way to try to connect "at-risk" students with much needed academic support services. This program has been piloted for 3 semesters. Again the results have been phenomenal. The students who were referred to the EAS program and came in for interventions were consistently more successful in their classes, were retained at a higher rate and took more credit hours when they returned than the students in the control groups. Spring semester more than 60 faculty members signed up to participate in the EAS at the Belleville and Granite City campuses. These faculty members made almost 500 referrals. The best results have been accomplished when the students are identified early and come into the Success Center as soon after the referral as possible.

The second new initiative in the Success Center is the Online Writing Lab or OWL. The OWL was developed by a committee, which included five English faculty members, an IT professional, the Success Center English Specialist and myself. Southwestern is the first community college in the state of Illinois to have an OWL that tutors writing online. The OWL makes it possible for any Southwestern Illinois College student to access writing tutoring. Writing assignments sent to the OWL will be responded to within 48 hours of submission. It was piloted fall 2001 in 6 developmental English classes. All of the developmental English classes have a common portfolio grading system, which places students into the appropriate level of class for the next semester. Results for end of semester portfolio projects from pilot classes were compared to the other developmental English classes and the results were outstanding. Eighty-nine (89%) of the English 005 students, who were in the OWL pilot classes and submitted papers to the OWL, successfully completed the classes by being placed in English 006 or 101 as compared to 66.5% of the other English 005 classes. In the English 006 classes, 80% of the OWL students successfully completed the class as compared to 60% of the students in the other 006 classes. The OWL went live on April 8, making it available to all students district-wide.

The Success Center has been one of the most successful new initiatives implemented under the Title III grant. In fact, in the April 2002, AQIP Constellation Index Report, the Success Center received more than 90 mentions as an "observed accomplishment", 40 more than the second most mentioned program. Faculty and staff recognized the Success Center as one of the best recent efforts implemented to improve the college.

SPOON RIVER COLLEGE

"Best Practices – Academic"

Special Topics Classes at SRC

As a small, rural college, Spoon River College is always looking for ways to prepare our students to meet the demands of an ever-changing work force. Small colleges often do not have the resources to offer the variety of programs that larger institutions offer. However, students in rural areas need experience and knowledge in current topics in order to compete in today's workplace. The special topics course is one way we have found to connect current events and practices with established program curricula. Special topics courses are a part of all of our Career and Technical programs and several transfer programs. Special topics courses provide a creative forum for SRC instructors to give our students unique opportunities to explore elements that go beyond the established curricula of their program. The following are examples:

1. The Agricultural Business Management program offered a Special Topics Commodity Marketing course that allowed current students, former students and existing producers to test their marketing strategies as presently used and find ways to make that marketing strategy more profitable. They studied real life scenarios of their own farms and found practices that best suited their comfort level of commodity trading. The flexibility of this special topics course allowed the instructor to supplement existing curriculum by utilizing industry professionals and current computer technology to demonstrate new practices.

2. The Automotive Technology program taught a special topics course on high-performance engines. This class was a direct result of student interest in high- performance engines. Because of the flexibility of the special topics course, the instructor was able to develop a class specifically targeting high-performance activities in a short turnaround time and the result was that students gained advanced hands-on experience in a high-demand area beyond what could be offered in a basic entry-level automotive class.

3. The Computer Information System students gained firsthand experience and put their knowledge gained in CIS classes to good use in a special topics course where students constructed a Beowulf supercomputer from 26 obsolete donated computers. This project provided students the opportunity to use their computer hardware skills to refurbish and upgrade these computers. Implementing a concept developed at NASA eight years ago, the students then reconfigured these computers into one computer with equivalent processing power of a supercomputer. The Beowulf project was developed to provide SRC's Computer Information Systems students an opportunity to focus their newly acquired skills into a single final project.

These are only three examples of how SRC is using special topics courses to supplement existing curricula with current practices in business and industry and give our students a marketable advantage as they move into the employment arena or continue their education.

"Best Practices – Administrative"
Campus Wide Collaboration

Spoon River College has made a concerted effort this past year to involve more employees in campus wide projects to enhance communication, eliminate the division of rank (i.e. classified, professional support, administration, etc.) and develop a collegiate esprit d' corps. Examples of new activities include

1. Administrative Software Evaluation. SRC was tasked to evaluate a popular administrative software system to see if it would meet our needs. An evaluation steering committee of department representatives and faculty was created. This committee created evaluation teams consisting of 29 administrators, professional support and classified staff that made site visits to five colleges to evaluate 12 areas of the administrative system. At the conclusion of the site visits, individual team members worked with their department heads to form a recommendation outlining advantages and disadvantages of the new system. As a result of the site visits, we learned more about our own system's capabilities and were able, as a college, to make a more informed recommendation to our administration. This collaboration broke down past barriers and allowed classified and professional support personnel to be actively involved in discussions and invest in the outcome.

2. Spoon Lab Shuffle (SPLASH). Every year, Spoon River College purchases new computers and we cascade existing computers to a variety of classrooms, campuses, offices, etc. in an effort to provide appropriate computing capabilities for our students and our employees. The cascade process generally takes several months to complete. This year, we tried something new. We've titled our new project SPLASH (**SP**oon **La**b **Sh**uffle). Our computer services department organized 29 people into four teams made up of administrators, professional support, and classified personnel. A computer services technician headed each team. Our mission was to unpack and install new computers, and then move and install existing computers to different locations at all four campus sites. SRC has 600+ computers and in one day we moved 180 computers between all four sites. What had taken several months in the past took one day to accomplish.

3. Technology Advisory Committee. Keeping up with the demands of faculty and staff with regard to technology continues to be an overwhelming task that changes on a daily basis. To address these ever-changing issues and provide opportunity for everyone to be heard, a Technology Advisory Committee was formed. This committee encompasses representatives from every department on campus and includes classified, professional support, and administrators on the team. The charge for the committee is to meet on a regular basis to discuss a variety of technology-related issues encompassing all aspects of Spoon River College. This committee then serves as a recommending body for the technology department.

These three examples of enhanced efforts of collaboration involving a broader representation across the campus have increased communications and has people talking and working together that have not had opportunities to do so in the past. We expect this process to continue expanding into other areas as we strive to foster a cohesive SRC team.

TRITON COLLEGE

BEST PRACTICE (ADMINISTRATIVE)

Institutional Planning

The institutional planning process at Triton College has been remodified to integrate various disparate institutional committees and to design a more inclusive and holistic approach to planning. Currently the process for institutional planning is complete and will be implemented upon approval of the President and Triton College Board of Trustees.

Individuals at Triton College recognized that fiscal, demographic, cultural, and attitudinal changes in the district were affecting the college's ability to meet various needs. As a result, administrators were asked to be part of a committee that would begin the process of developing a more systematic and integrated institutional planning process. Through a comprehensive internal assessment, it was determined that various plans and committees throughout the college should be more fully integrated under one system in order to better utilize resources and personnel, which would provide one focal point for individuals involved in the planning process.

The institutional planning process provides a comprehensive and integrated approach by which the institution can more effectively prioritize, plan and budget in alignment with the institutional vision, mission, core values, and goals. This process very effectively illustrates institutional efforts during FY 2002 in achieving *The Illinois Commitment Goals.*

The institutional planning process will provide a mechanism for assessing internal structures and processes, which will also have a dramatic and long lasting effect on institutional cost effectiveness, productivity and accountability. Also the process is directly affected by institutional priorities, which are directly related to economic growth, teaching and learning, educational opportunity and diversity, assessment and learning outcomes.

BEST PRACTICE (INSTRUCTIONAL PRACTICE)

Pre-Nursing Learning Community

The Pre-Nursing Learning Community is an exemplary initiative among several of Triton College's instructional and student services' best practices in FY 2002. This learning community initiative clearly illustrates the college's effort in achieving the goals identified in the Illinois Commitment. During summer 2001 representatives from Health Careers, Arts and Sciences, Counseling/Advising, academic support, and a number of additional areas formed a steering committee to guide and facilitate the development of a program to increase the number of college and program-ready students for admission into Triton's Nursing program. The Pre-Nursing Learning Community initiative, in addition to addressing student preparation and readiness, also reviewed and made recommendations for a cross disciplinary approach

to curricular modifications, teacher in-service programs, academic support services, extra-curricular programming and student feedback.

The Pre-Nursing Learning Community addresses the six statewide goals for higher education in the following ways:

- Triton College developed a plan to help increase the number of qualified nurses for hospitals, nursing homes and other health care organizations to sustain strong economic growth. With a nationwide nursing shortage, Triton College has positioned its Nursing program to be a primary provider of nursing education for Illinois.

- Citizens of Illinois Community College District 504 (Triton College) have one of the lowest tution rates ($48 per credit hour) in the state. Financial aid in the form of grants, tuition waivers, and charge backs and work-study opportunities are available to all who qualify. Pre-Nursing Learning Community students receive information and guidance on financial assistance during program information sessions, an Introduction to College course and through sessions with a coach-mentor, instructors, administrators and financial aid specialists.

- As a result of the personal and academic support provided in the Pre-Nursing Learning Community, there are increased opportunities for successful completion of Triton's Nursing program. The personal and academic support component is designed to significantly enhance opportunities for diverse populations and limited English proficient students and individuals who must overcome academic and personal development challenges.

- The Pre-Nursing Learning Community program is designed to support students for academically rigorous coursework, to link classes and curricular content for continuity and application to the students' learning of course content for demonstration and application across the curriculum and in the workforce. The support provided through the learning community enables the college to hold students to higher expectations for learning, facilitate accountability for program quality, and to assess effective student learning.

- The Pre-Nursing Learning Community initiative is, among other things, the result of the internal assessment of high cost/low enrollment programs. In order to maintain high cost programs such as Nursing, the institution must require accountability through program review and enhancement, faculty development, increased enrollment and graduation rates, increased pass rates on the NCLEX licensure exam, and high job placement rates.

Data for the Pre-Nursing Learning Community is collected throughout the year, which provides valuable information regarding the effectiveness of this initiative.

WAUBONSEE COMMUNITY COLLEGE

Best Academic Practice
Teaching and Learning Core Values Project

Teaching and learning are at the heart and soul of who we are and what we do as community colleges. Our commitment to teaching and learning strengthens and unites us. An initiative to explore teaching and learning through a college's core values provides an opportunity to create a campus community. The college learning community is engaged in uncovering a common language and value set related to teaching and learning.

Waubonsee Community College has adopted the core values of quality, innovation, service, value, and accessibility. These core values represent the college's fundamental beliefs and, along with its mission, help to guide the college's actions. In the spring of 2001, the groundwork was laid for the President's vision for an initiative exploring teaching and learning in the context of the college's core values. This initiative is being guided by the Executive Director of Teaching/Learning Quality and Innovation and supported by the resources of the Center for Teaching, Learning, and Technology.

In the fall of 2001 we announced the project during our regular orientation period. Activities addressed core values and roundtables addressed best practices in teaching and learning.
During the remainder of the fall semester a faculty leader was selected to lead the project and further defined the project structure and activities.

During the spring 2002 orientation the theme continued to address teaching and learning in the context of core values. Teaching and Learning Roundtables were organized for full-time faculty. These served as forums for the exploration of the processes of teaching and learning in the context of our five core values of quality, service, innovation, value, and accessibility. Additionally, the Teaching and Learning Core Values Project multimedia presentation was distributed.

In February 2002 focus groups were conducted with adjunct faculty to solicit their ideas and share information and ideas that had already been gathered. In March and April of 2002 we conducted a student leadership project designed to incorporate the views and opinions of students into the effort.
Results of the project thus far will be presented at the fall 2002 faculty orientation. This is not viewed as an end to the project, but rather a point for taking stock of where we are in the journey. The goal is to better understand teaching and learning as they relate to the institution's core values. Administrators are currently engaged in developing their inputs and there are plans to include community members, Board of Trustee members, and members of the foundation.

The final outcome for this phase of the project will be to develop a strategic plan for putting our findings into action. This will be complete in the fall of 2002.

Best Administrative Practice
Money Matters

One of the key areas of management responsibility at the community college is budget management. Most managers are not accountants and many find the complex governmental accounting systems used by community colleges mystifying and overly complex. It is to the college's benefit to make the task of budget management as simple, uncomplicated and transparent as possible.

Last year Waubonsee developed a Windows-based, budgetary management system that will greatly simplify both the annual budgeting process and the day-to-day management of departmental and organizational budgets. This was a collaborative effort among the Business Office, the Information Technology (IT) department, and the Center for Teaching, Learning and Technology (CTLT).

The Business Office provided the detailed accounting knowledge, the IT department provided the programming expertise, and the CTLT put together the training package and delivered it to users throughout the institution. The new system is called Money Matters and the software was developed at Waubonsee by our programmers to support our accounting system. Although the programming was complex and the data transfer was time-consuming, we are already seeing results.

The Money Matters system allows managers to access and update their accounts from their desktop computer. Information is provided in real time and, consequently, managers are better able to track account transactions and make decisions about future actions. Furthermore, they will be able to track purchase orders and better determine when follow-up is necessary and with which vendor.

The journal feature of Money Matters gives the manager better visibility into the daily activity on accounts he or she manages. The simple point-and-click technology is a vast improvement over older systems that required detailed system knowledge and frequently resulted in long waiting times for retrieval of information.

One of the most valuable features of Money Matters is its use in the annual budgeting process. With the new system the manager will have immediate access to five years worth of budgeting information including actual expenditures in account categories as compared to budgeted figures. Managers will be able to create their own budgets based on a firm base of experience and analysis.

Money Matters is an exceptional tool for managers at Waubonsee and we hope to see significant improvements in control and efficiency.

JOHN WOOD COMMUNITY COLLEGE

Academic Best Practice

Desert Biology: The Field as Classroom

Desert Biology (BIO 211) is a class in which students and the instructor travel through the Southwest visiting the four United States deserts – Great Basin Desert, Mohave Desert, Sonoran Desert, and the Chihuahuan Desert. The trip is 15 days worth of travel and extensive field work in the desert areas. The class work and consists of exploring and studying many natural areas such as the Great Sand Dunes, the Grand Canyon, Mesa Verde, Petrified Forest National Parks, Boyce Thompson Arboretum, Arizona Sonoran Desert Museum, Cherochua National Monument, White Sands National Monument, Carlsbad Caverns in addition to the desert areas. The class hikes in the canyons and in the deserts identifying plant and animals.

The written course requirements for *Desert Biology* consist of an extensive library investigation (a pre-trip report), a log while traveling, and a post-trip report from the log. Students must also keep track of our progress on their personal maps.

The main emphasis of the class is a hands-on approach to learning about the deserts and nature in general. Most of the learning situations are spontaneous such as when the class discovers a snake, a giant water bug, a canyon tree frog, or a bear. Several students have taken the class twice because no two classes are the same. The total enrollment over the past three year is 42. The classes have identified as many as 120 different birds, five kinds or rattlesnakes, numerous insects, plants, frogs, toads, trees, and mammals.

The objective of the course is to learn about the deserts and this is accomplished with a hands-on approach and field experience. *Desert Biology* is classified as a two credit hour course with one hour of lecture and two hours of lab.

Administrative Best Practice

PC Purchasing Practices: Buy versus Build

John Wood Community College's (JWCC) Information Services department reevaluated its procedure of obtaining new computer systems for individual users. JWCC replaces a growing number of computers each year. The ongoing need for computers at reasonable prices requires that the practices for obtaining new PCs be efficient in the short term and the long term.

The College originally purchased computers from the vendor that gave the best bid at the time. Computer parts and quality were not consistent. This led to hidden costs when trying to upgrade or repair existing systems particularly as proprietary parts often had to be purchased. In order to reduce these hidden costs of ownership, Information Services tested an original equipment manufacturer (OEM) model of computer replacement. That is, JWCC would purchase component parts from the original manufacturer and build

the computers rather than relying upon a third party (a vendor) to do so. Buying system parts individually and assembling them in-house reduced the cost per computer but required much more labor.

The main advantage, however, to the OEM model of computer replacement is cost savings. There is a much lower dollar amount associated with building a system from components rather than from buying a pre-made system from a third party vendor. Currently, the cost of a complete computer system is $825. Purchasing the individual parts required to upgrade an existing system is $340. The labor required to assemble the pieces is approximately $10, bringing the total to $350.

This year the Information Services department used 95 computers as a test base in their normal replacement cycle of PCs in the student labs. Had these computers been pre-built systems, the total cost would have been $78,375. By rebuilding the systems utilizing purchased parts, the total was $33,250, saving the institution $45,125. Furthermore, buying the parts separately protects the College from substitutions of component parts by third party vendors who assemble computers. This protection insures that quality remains consistent and component compatibility is maintained. The important result is machine and network integrity.

Building systems is labor intensive process. It takes approximately an hour to build each machine. If the growth trend of the college continues and this model is extended to the entire replacement cycle of PCs for the college, Information Services will need to consider the cost of additional staff or additional staff time when evaluating expanding the application of the OEM model of rebuilding PCs.

Appendix B

MISSION-SPECIFIC INDICATORS

Appendix B

MISSION SPECIFIC COMMUNITY COLLEGE PERFORMANCE INDICATORS

Note: Basis of measurement for all indicators for all six goals are continuance / numeric

Goal 1: Economic Growth (Mission Specific Level Menu)

Colleges Using Indicator	Indicator	Rationale for Inclusion	Basis for Assessing Performance	Likely Data Source
502, 503, 508-04, 510, 511, 513, 514, 518, 519,522, 523, 526, 532, 533	Number of businesses provided with technical assistance through college Business and Industry Centers.	Indicates the number of businesses served through college Business and Industry Centers.	Internal benchmarking.	Business and Industry Center Grant Report
502, 503, 505, 508-01, 508-03, 508-06, 510, 519, 524, 530, 532, 535, 537, 539, 540	Number of individuals receiving customized training through college Business and Industry Centers.	Indicates the number of individuals receiving customized training through college Business and Industry Centers.	Internal benchmarking.	Business and Industry Center Grant Report
502, 504, 505, 526, 534	Number of current workers receiving training through the Current Workforce Training initiative.	Indicates the number of individuals receiving customized training through the Current Workforce Training initiative	Internal benchmarking	Current Workforce Training Grant Report.
502, 505, 526	Number of businesses attracted or retained through college Business and Industry Centers.	Indicates the number of businesses who were provided with needed assistance to begin or continue their operation.	Internal benchmarking.	Business and Industry Center Grant Report
510	Number of services delivered through the Manufacturing Extension Center (IMEC) or Chicago Manufacturing Center (CMC).	Indicates a relationship aimed at helping small and mid-sized manufacturing companies meet their need for technical assistance.	Internal benchmarking.	IMEC and CMC records.
505. 507, 514, 519, 523, 533, 534, 535, 536, 537	Total number of Business and Industry Center courses/ workshops conducted.	Indicates the total number of courses/ workshops provided through college Business and Industry Centers.	Internal benchmarking.	Business and Industry Center Grant Report
501, 526	Number of Business and Industry Center courses/workshops conducted in computer skills enhancement.	Indicates the number of computer skills building courses/ workshops provided through college Business and Industry Centers.	Internal benchmarking.	Business and Industry Center Grant Report
510, 515, 517	Number of Business and Industry Center courses/workshops conducted in Quality process improvement (i.e., ISO) training.	Indicates the total number of Quality process improvement courses/ workshops provided through college Business and Industry Centers.	Internal benchmarking.	Business and Industry Center Grant Report
531(Alternative Ag.)	Number of Business and Industry Center courses/workshops conducted in _____.	Indicates the total number of courses/ workshops provided in a college specified area through college Business and Industry Centers.	Internal benchmarking.	Business and Industry Center Grant Report or Other College Records.

Goal 2: Partnerships with P-12 Education (Mission Specific Level Menu) Teacher Education

Colleges Using Indicator	Indicator	Rationale for Inclusion	Basis for Assessing Performance	Likely Data Source
502, 505, 508-04, 508-07, 510, 515, 518, 526, 528, 531, 534	Number of collaborative partnerships with university teacher education programs.	A measure of the extent to which the institution is engaged with university teacher education programs in Illinois.	Internal benchmarking	Institutions
505, 513, 517, 524, 531, 532, 535,	Number of course sections provided for teachers and administrators as a registered provider through professional development activities (CPDU/CEU).	A measure of the extent to which the institution is engaged in providing substantive professional development to Illinois teachers.	Internal benchmarking	ISBE and Institutions
503, 507, 508-01, 526	Number of teacher education CEUs provided.	A measure of the extent to which the institution is engaged in providing substantive professional development to Illinois teachers.	Internal benchmarking	ISBE and Institutions
510, 519, 528, 530, 531, 535, 537, 539	Number of teachers and administrators served by the institution as a registered provider through professional development activities. (CPDU/CEU). (Institutional)	A measure of the extent to which the institution is engaged in providing substantive professional development to Illinois teachers.	Internal benchmarking	ISBE and Institutions
504	Number of paraprofessionals trained to assist in teaching reading, writing, math or readiness in these subjects.	Federal No Child Left Behind legislation (ESEA PL107-110) requires new papraprofessional hires (after 1/8/02) must have completed 2 years of college or obtained an associates degree or higher.	Internal benchmarking	Institutions
502, 505, 506, 508-03, 508-06, 511, 519, 526, 534	Number of collaborative partnerships with K-12 schools and/or school districts.	A measure of the extent to which the institution is engaged with K-12 schools and school districts in Illinois.	Internal benchmarking	Institutions

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Goal 3: Affordability (Mission Specific Level Menu)

Colleges Using Indicator	Indicator	Rationale for Inclusion	Basis for Assessing Performance	Likely Data Source
504, 505, 507, 508-07, 510, 511, 519, 524, 525, 526, 527, 530, 531, 533, 535, 537	Tuition and basic fees for a full-time in-district student.	Indicates the level of financial access to the institution for students.	Both internal benchmarking and external comparisons	College finance officers. Routine ICCB Submission
502, 503, 505, 510, 514, 515, 518, 519, 527, 531, 533, 536, 540	Number of enrolled students who receive Monetary Award Program (MAP) grants.	Indicates the level of financial access to the institution for students.	Both internal benchmarking and external comparisons	Illinois Student Assistance Commission (ISAC). College financial aid officers.
502, 503, 505, 510, 514, 515, 522, 527, 536	Number of enrolled students who receive Illinois Incentive for Access (IIA) grants.	Indicates the level of financial access to the institution for students.	Both internal benchmarking and external comparisons	Illinois Student Assistance Commission (ISAC). College financial aid officers.
502, 503, 505, 507 508-01, 508-03 , 508-04, 508-06, 510, 513, 514, 515, 517, 519, 527, 531, 533, 534, 536, 537, 539, 540	Number of enrolled students who receive Pell Grants.	Indicates the level of financial access to the institution for students.	Both internal benchmarking and external comparisons	Federal Pell Officials Illinois Student Assistance Commission (ISAC). College financial aid officers.
505	Proportion of graduates with zero student loan debt.	Indicates the level of financial access to the institution for students.	Both internal benchmarking and external comparisons	Derived from materials from Illinois Student Assistance Commission (ISAC). College financial aid officers.
506, 508-02, 508-07, 514, 526, 534	Number of first generation college students served.	Indicates a level of financial access to the institution for students.	Internal benchmarking.	College records. Illinois Student Assistance Commission (ISAC)? College financial aid officers?

Goal 4: Access and Diversity (Mission Specific Level Menu)

Colleges Using Indicator	Indicator	Rationale for Inclusion	Basis for Assessing Performance	Likely Data Source
503, 505, 507, 508-02, 508-03, 508-04, 508-06, 514, 518, 519, 526, 527, 528, 530, 531, 537, 539, 540	Number of students enrolled by race/ethnicity, disability status, and gender.	Reflects the success of the institution in providing services to students from underrepresented groups.	Internal benchmarking	IPEDS, ICCB Annual Enrollment and Completion submission, Underrepresented Groups report.
502, 505, 519, 522, 523, 528, 531, 533, 535, 536	Number of students served through adult education coursework (ABE/ASE).	Reflects the success of the institution in providing services to under prepared students.	Internal benchmarking	ICCB Annual Enrollment and Completion.
502, 505, 508-02, 508-04, 523, 524, 534, 535, 536	Number of students served through English-as-a-Second Language (ESL) coursework.	Reflects the success of the institution in providing services to individuals whose primary language is a language other than English.	Internal benchmarking	ICCB Annual Enrollment and Completion (A1) submission.
536	Number of level advancements in Adult Education (ABE/ASE).	Reflects the success of students in acquiring higher level skills	Internal benchmarking	STAIRS data system.
508-02, 515, 536	Number of level advancements in English as a Second Language (ESL).	Reflects the success of students in acquiring higher level English language skills	Internal benchmarking	STAIRS data system.
502, 503, 505, 506, 513, 515, 519, 523, 534, 535, 537	Number of students served through remedial coursework.	Reflects the success of the institution in providing services to under prepared students.	Internal benchmarking	ICCB Annual Enrollment and Completion (A1) submission.
502, 504, 505, 507, 511, 526, 534	Remedial credits earned versus attempted.	Reflects the success of individuals in successfully completing remedial coursework/credits.	Internal benchmarking	ICCB Annual Enrollment and Completion.
507, 518, 533	Number of courses offered through distance learning.	Reflects the success of the institution in providing outreach to students.	Internal benchmarking	Illinois Virtual Campus Enrollment Reports.
517, 523, 526, 531, 533	Number of students served through distance education.	Reflects the success of the institution in providing outreach to students.	Internal benchmarking	Illinois Virtual Campus Enrollment Reports.
505, 514, 526, 532	Number of faculty by race/ethnicity.	Reflects the success of the institution in attracting faculty from diverse race/ethnic groups	Internal benchmarking	ICCB Faculty, Staff and Salary (C1) submission.
514, 526	Number of administrators by race/ethnicity.	Reflects the success of the institution in attracting administrators from diverse race/ethnic groups.	Internal benchmarking	ICCB Faculty, Staff and Salary (C1) submission.
514, 526	Number of other professionals by race/ethnicity	Reflects the success of the institution in attracting other professionals from diverse race/ethnic groups.	Internal benchmarking	ICCB Faculty, Staff and Salary (C1) submission
502, 508-01, 514	Number of students served through noncredit coursework.	Reflects the college's success in meeting diverse community needs through noncredit coursework.	Internal benchmarking	ICCB Noncredit Course Enrollment (N1) submission.

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Goal 5: High Quality (Mission Specific Level Menu)

Colleges Using Indicator	Indicator	Rationale for Inclusion	Basis for Assessing Performance	Likely Data Source
505, 507, 510, 514, 515, 519, 524, 526, 534, 540	Occupational graduate placement in employment or continuing education.	A measure of graduate success in employment or additional education.	Internal benchmarking	ICCB Annual Enrollment and Completion (A1), Unemployment Insurance Wage Record data, Community College and University Shared Data files, Military -- Perkins Measure.
514	Occupational graduate retention in employment.	A measure of attachment to the workforce.	Internal benchmarking	ICCB Annual Enrollment and Completion (A1), Unemployment Insurance Wage Record data -- Perkins Measure.
510, 511, 514, 519, 532, 534	Transfer rate.	Measures transfer for students with an interest in transferring who meet the measurement threshold.	Internal benchmarking	Transfer Assembly Methodology/UCLA.
505, 508-06, 518, 526, 530, 537	Average class size.	Reasonable class size can contribute to the delivery of more personalized, individualized instruction.	Internal benchmarking	ICCB Databook Table II-6 based on college S-3 and S-6 submissions.
504, 506, 508-01, 508-04, 514, 517, 522, 523, 526, 533, 537	Faculty preparation.	Percent of college level (non-occupational) faculty with a masters degree or above.	Internal benchmarking	ICCB Faculty, Staff and Salary Submission (C1).
505, 508-03, 508-07, 514, 515, 519, 526, 531, 533, 535, 539	Number of general education courses included in the Illinois Articulation Initiative (IAI).	Measures the college's involvement in the Illinois Articulation Initiative which promotes student transfer.	Internal benchmarking	Colleges or Illinois Articulation Initiative website http://www.itransfer.org/IAI/FACT/SearchBoston.taf
505, 508-07, 514, 519	Number of major specific courses included in the Illinois Articulation Initiative (IAI).	Measures the college's involvement in the Illinois Articulation Initiative which promotes student transfer.	Internal benchmarking	Colleges or Illinois Articulation Initiative website http://www.itransfer.org/IAI/FACT/SearchBoston.taf

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Goal 6: Productivity and Accountability (Mission Specific Level Menu)

Colleges using Indicators	Indicator	Rationale for Inclusion	Basis for Assessing Performance	Likely Data Source
505, 507, 511, 513, 514, 519, 522, 526, 530, 531, 533, 537, 539	Population Served (per 1,000).	Provides a measure of college outreach efforts to the community.	Internal benchmarking	ICCB Annual Enrollment and Completion Submission (A1)
508-01, 510, 519	GED attainment.	A measure of high school diploma attainment (equivalent) for separating adult secondary education students.	Internal benchmarking	GED test results (ISBE) and STAIRS.
501, 502, 503, 510, 519, 521, 526, 532	Advancement to college level work for remedial students.	A measure of students enrolled in remedial education credit courses in one year who move onto all college level coursework within a specified timeframe.	Internal benchmarking	Multiple years of ICCB Annual Enrollment and Completion Submission (A1)
508-04, 515	Number of English-as-a-Second Language level test score gains.	A measure of student advancement based on pre and post test results	Internal benchmarking	GED test results (ISBE) and STAIRS.
505, 506, 508-07, 526	FTE Student/faculty ratio.	Provides the number of full-time equivalent students per faculty member.	Internal benchmarking	ICCB Annual Enrollment and Completion Submission (A1)
504, 505, 507, 508-06, 514, 517, 519, 526, 531, 534, 535, 540	Credit hours generated.	Provides a measure of credit activity provided to the community.	Internal benchmarking	ICCB S3 submission.
501, 503, 508-03, 526	Number of recent GED completers enrolling in college level coursework.	Provides a measure of recent GED completer successful transition to college level coursework within a specified timeframe.	Internal benchmarking	Multiple years of GED test results (ISBE) and subsequent Annual Enrollment and Completion Submissions (A1).
505, 514, 518, 521, 524, 526, 533, 534, 537	Number of students served through dual enrollment courses.	Provides a measure of college efforts to offer quality programs to individuals while they are still enrolled in high school.	Internal benchmarking	ICCB S3 submission.
510, 514, 515, 533	Number of students served through the Accelerated College Enrollment initiative.	Provides a measure of college efforts to offer quality programs to individuals while they are still enrolled in high school.	Internal benchmarking	Accelerated College Enrollment Grant Report.

Please note: A list of community colleges by district number is included on the last page of this Appendix.

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In addition to the indicators included on the foregoing menu, some colleges chose unique mission-specific indicators to measure their progress toward the goals for higher education. Following is a summary of those indicators:

Goal 1: Colleges taking unique approaches to measuring their contribution to **economic growth** include:

- **Wilbur Wright College** – number of programs certified/recertified through the Workforce Investment Act.
- **Harry S Truman College** – value of contracts through the college business and industry center.
- **Olive-Harvey College** – Completions of continuing education short-term certificates.
- **Kaskaskia College** – core services and training provided to nontraditional students.
- **Morton College** – degree and certificate graduation rates.

Goal 2: Colleges taking unique approaches to measuring their effort in building **partnerships with P-12 education and teacher education** include:

- **Black Hawk College** – number of students transferring to Illinois public universities in teacher education.
- **Parkland College** – number of local high school graduates enrolling Fall semester.
- **Illinois Central College** – number of high schools utilizing the College for vocational training.
- **Lewis & Clark Community College** – number of P-12 students enrolled in college programs.

Goal 3: Parkland College will measure its efforts toward **affordability** partly through looking at the number of recipients and total amount of in-state scholarships awarded to students.

Goal 4: Colleges taking unique approaches to measuring their efforts to increase **access and diversity** include:

- **Parkland College** – number of students completing programs by race/ethnicity, disability status, gender and age range, and number of diversity workshops offered and enrollment in same.
- **McHenry County College** – number of diversity programs offered annually.
- **William Rainey Harper College and Joliet Junior College** – ethnic diversity of the student population in comparison to the ethnic diversity of the community.

Goal 5: Colleges taking unique approaches to measuring their efforts to provide **high quality** programs and services include:

- **Black Hawk College** – number of faculty whose classroom syllabi meet approved learner-centered model.
- **Parkland College** – best practice in Quality Improvement from the college Academic Assessment Plan, and number of years faculty have been employed.

- **Illinois Valley Community College** – value of publicity in newspapers and electronic media, and market share by CIP code.
- **Oakton Community College** – number of seminars, workshops, and special events related to ethics and integrity; and number and range of topics of professional development programs for faculty.
- **Lewis & Clark Community College** – completion rates and GPA for students who transfer to four-year institutions.

Goal 6: Colleges taking unique approaches to measuring their level of **accountability and productivity** include:

- **Parkland College** – full-time/part-time faculty ratio, course retention, and Fall to Spring persistence.
- **South Suburban College** – number of students assessed by ACT Work Keys.

Finally, four colleges plan to use collegewide accountability systems that are already in place and are felt to be compatible with the goals identified in the *Illinois Commitment*. Appropriate information from these existing accountability systems will be reported in future Results Reports. At **Elgin Community College**, the Board of Trustees has adopted eight mission-specific goals and 51 effectiveness indicators for these goals for the period 2002 through 2004. **Waubonsee Community College** reported that it has a well-established set of mission-specific indicators as reflected in its annual institutional Effectiveness Measures Report. Measures address six critical success factors: A - Accessible, Comprehensive Programs of High Quality; B - Student Satisfaction and Retention; C - Post-Education Satisfaction and Success: D - Workforce Development and Community Involvement; E - Sound Effective Resource Management; F - Dynamic Organizational Involvement and Development. The **Illinois Eastern Community College** district plans to use eleven mission-specific objectives/indicators that are included in the IECC Assessment Plan. The Assessment Plan includes mission objectives with multiple effectiveness indicators and measurement criteria that represent observed, quantified, and qualified results of performance. **Kankakee Community College**, as part of its Academic Quality Improvement Process (AQIP), has selected three action projects and related mission-specific performance indicators which will be addressed over the next three to five years. The three areas of focus for action projects will be: Valuing People, Support Service, and Recruitment. Outcome measures for the three projects are being identified.

ILLINOIS PUBLIC COMMUNITY COLLEGES

Dist. No.		District/College Name
501		Kaskaskia College
502		College of DuPage
503		Black Hawk College
504		Triton College
505		Parkland College
506		Sauk Valley Community College
507		Danville Community College
508		City Colleges of Chicago
	01	Kennedy-King College
	02	Harold Washington College
	03	Malcolm X College
	04	Harry S Truman College
	05	Olive-Harvey College
	06	Richard J. Daley College
	07	Wilbur Wright College
509		Elgin Community College
510		South Suburban College
511		Rock Valley College
512		William Rainey Harper College
513		Illinois Valley Community College
514		Illinois Central College
515		Prairie State College
516		Waubonsee Community College
517		Lake Land College
518		Carl Sandburg College
519		Highland Community College
520		Kankakee Community College
521		Rend Lake College
522		Southwestern Illinois College
523		Kishwaukee College
524		Moraine Valley Community College
525		Joliet Junior College
526		Lincoln Land Community College
527		Morton College
528		McHenry County College
529		Illinois Eastern Community Colleges
	01	Lincoln Trail College
	02	Olney Central College
	03	Wabash Valley College
	04	Frontier Community College
530		John A. Logan College
531		Shawnee Community College
532		College of Lake County
533		Southeastern Illinois College
534		Spoon River College
535		Oakton Community College
536		Lewis & Clark Community College
537		Richland Community College
539		John Wood Community College
540		Heartland Community College

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